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AN EVALUATION OF PHYSICAL EDUCATION PROGRAMS FOR BOYS IN  
THE PUBLIC SECONDARY SCHOOLS OF CALGARY, ALBERTA, 1968-69.

by



ROBERT GEORGE CRABB

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "An Evaluation of Physical Education Programs for Boys in the Public Secondary Schools of Calgary, Alberta, 1968-69", submitted by Robert George Crabb in partial fulfilment of the requirements for the degree of Master of Arts.



## ABSTRACT

It was the purpose of this study to attempt a comprehensive evaluation and comparison of junior and senior high school physical education programs, and related supporting functions, in the Calgary public school system. The investigation was conducted according to the concept that in the evaluation of physical education the instructional program should not be considered alone, nor should selected parts be chosen for they constitute only segments of the total program. All activity phases of the physical education program were examined, as well as the related supporting functions which influenced these programs.

A questionnaire approach was selected in order to investigate the problem. The questionnaire used was the only instrument found which had been devised specifically to evaluate Canadian secondary school health and physical education. The questionnaire consisted of thirteen areas, and the questions included in each area were subdivided into observable components to facilitate a scoring procedure.

For the purposes of this study three categories were established according to the grade levels taught in the schools. Questionnaires were mailed to one physical education teacher in each of forty-six schools which fell into the established categories.

Senior high schools scored the highest mean total score of the three categories. Elementary-junior high schools scored the second highest, and junior high schools scored the lowest mean total score. The overall score for all schools, regardless of category, was 56.05 per cent.







The general pattern established by separately ranking the areas of the physical education program and the related supporting functions was identical for all categories when ranking the areas which scored the highest. A consistent pattern of common areas of weakness was not as evident, although some areas of weakness were common to all categories.

The majority of questions whose mean scores were less than 50 per cent were common to all categories.

This study concentrated on disclosing significant weaknesses, and although many areas of strength were pointed out it was not the purpose of this study to deal in depth with the program strengths.



## ACKNOWLEDGEMENTS

The writer would like to express his appreciation to the members of his thesis committee who gave both of their time and talents. The advice and guidance of these men is gratefully acknowledged.

Sincere thanks is extended to all physical education personnel in the junior and senior high schools of Calgary who took the time to provide the information necessary for this study.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	3
Delimitations . . . . .	3
Limitations . . . . .	4
Basic Assumptions . . . . .	4
Definition of Terms . . . . .	5
II. REVIEW OF THE LITERATURE . . . . .	7
Introduction . . . . .	7
Related Studies in Alberta . . . . .	7
Related Canadian Studies . . . . .	10
Alberta Department of Education Publications . . . . .	11
Summary . . . . .	13
III. METHODS AND PROCEDURES . . . . .	14
Background of Development of the Survey Instrument . . . . .	14
Modification of the Score Card . . . . .	16
Scope of the Questionnaire . . . . .	17
Procedure . . . . .	18
Distribution of the Questionnaire . . . . .	19
Analysis of the Data . . . . .	20
Supplement to the Questionnaire . . . . .	22





CHAPTER	PAGE
IV. RESULTS AND DISCUSSION . . . . .	23
Questionnaire Returns . . . . .	23
Questions Deleted From the Study . . . . .	23
Evaluation of Category SH . . . . .	24
Evaluation of Each Area of the Questionnaire for Category SH . . . . .	28
Evaluation of Category EJH . . . . .	33
Evaluation of Each Area of the Questionnaire for Category EJH . . . . .	37
Evaluation of Category JH . . . . .	42
Evaluation of Each Area of the Questionnaire for Category JH . . . . .	45
Comparison of Mean Total Scores of all Categories . . . . .	51
Comparison of Categories SH, JH, EJH . . . . .	51
Comparison of Categories by Common Weaknesses . . . . .	55
Questions Whose Mean Scores Were Less than 50 Per Cent In all Categories . . . . .	55
Questions Whose Mean Scores Were Less than 50 Per Cent In Categories SH and JH Only . . . . .	58
Questions Whose Mean Scores Were Less than 50 Per Cent in Categories EJH and JH Only . . . . .	59
Questions Whose Mean Scores Were Less than 50 Per Cent in Categories SH and EJH Only . . . . .	60
Weaknesses Unique to Each Individual Category . . . . .	60
Questions Whose Mean Scores Were Less than 50 Per Cent Only in Category SH . . . . .	60





Questions Whose Mean Scores Were Less than 50 Per Cent Only In Category EJH . . . . .	61
Questions Whose Mean Scores Were Less than 50 Per Cent Only In Category JH . . . . .	62
Summary . . . . .	63
V. SUMMARY AND CONCLUSIONS . . . . .	66
Summary . . . . .	66
Conclusions . . . . .	67
Recommendations . . . . .	69
BIBLIOGRAPHY . . . . .	71
APPENDIX A: Letter to the Calgary School Board . . . . .	73
APPENDIX B: Reply from the Calgary School Board . . . . .	76
APPENDIX C: The Canadian High School Health and Physical Education Score Card . . . . .	78
APPENDIX D: Letter Accompanying Score Card . . . . .	112
APPENDIX E: First Follow-up Letter . . . . .	115
APPENDIX F: Second Follow-up Letter . . . . .	117
APPENDIX G: Third Follow-up Letter . . . . .	119
APPENDIX H: Mean Scores For All Questions In each Category Expressed in Per Cent . . . . .	121
APPENDIX I: Supplement to the Questionnaire . . . . .	127
APPENDIX J: Responses to the Questionnaire Supplement . . . . .	130



# LIST OF TABLES

TABLE	PAGE
I. Number of Returned Questionnaires In Each Category of Schools . . . . .	23
II. Rank Order of Schools in Category SH By Total Score Achieved on the Canadian High School Health and Physical Education Score Card . . . . .	24
III. Range, Mean Raw Score, and Mean Per Cent In Each Area For Schools In Category SH . . . . .	25
IV. Rank Order of Schools in Category EJH By Total Score Achieved on the Canadian High School Health and Physical Education Score Card . . . . .	34
V. Range, Mean Raw Score, and Mean Per Cent In Each Area For Schools in Category EJH . . . . .	35
VI. Rank Order of Schools in Category JH By Total Score Achieved on the Canadian High School Health and Physical Education Score Card . . . . .	43
VII. Range, Mean Raw Score, and Mean Per Cent In Each Area For Schools In Category JH . . . . .	45
VIII. Range, Mean Raw Score, and Mean Percentage For Schools In Each Category . . . . .	54
IX. Responses On the Supplement To the Questionnaire . . . . .	131





## LIST OF FIGURES

FIGURE	PAGE
1. Rank Order of Areas By Mean Scores For Schools	
In Category SH . . . . .	26
2. Rank Order of Areas By Mean Scores For Schools	
In Category EJH . . . . .	36
3. Rank Order of Areas By Mean Scores For Schools	
In Category JH . . . . .	44
4. Mean Total Scores For Categories SH, JH, EJH and	
Overall Mean Score For Categories Combined . . . . .	52
5. Mean Area Scores For Categories SH, JH, EJH . . . . .	53



## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Introduction

Much criticism has been voiced by physical educators that physical education programs in general suffer from a lack of adequate financing, facilities both indoors and outdoors, adequate equipment and materials. It appears that the public, and to some extent personnel within the physical education profession, claim that athletic programs demand an excessive amount of attention to the detriment of the instructional and intramural programs. Administrators and schools involved with professional preparation recognize that there is a lack of properly trained personnel to carry out the function of physical education in the total educational program.

In the past, when investigators attempted to resolve the above mentioned problems and many others associated with physical education, they chose to concentrate on selected areas, rather than the total program. Oberteuffer (20:288) stated:

Physical education, as it is conceived and conducted in a school is a curriculum of varied experiences. It is not a "subject" in the usual sense of the word.

The concept has been adopted for this study that in the evaluation of a physical education program, the instructional phase should not be considered alone, nor should selected parts be chosen, for they constitute only segments of the total program (5,7,12,20). To evaluate a physical education program according to this concept it is





necessary to investigate all the "varied experiences" to which Oberteuffer refers. These include the instructional, intramural, interscholastic, adapted and coeducational programs. In addition, the supportive functions which make these programs possible should be included in any evaluation as they affect the outcome of the program and therefore the extent to which the educational objectives of the program are achieved. Irwin supported this concept, and stated (12:55):

The facilities, equipment and available space affect the type of program and the activities included in the curriculum perhaps to a greater extent than any other factors with the possible exception of sufficient teachers to conduct the program. Without indoor or outdoor space it is practically impossible for a school to maintain a desirable program of physical education. The same is true in the case of equipment.

Calhoun agrees with many of Irwin's items, and included additional factors. He stated (5:9):

In the area of health and physical education it has been shown that such factors as administrative practices and policies, facilities, course content, equipment, and instructional quality have a significant bearing on the excellence of the program accomplishments for the individual child.

Downey stated that (7:129) "The qualifications of the physical education staff or personnel also determine, in part, the variety of and the benefits received from activities in a program".

It would therefore appear to be important that a physical education program should not be judged on the activity phases alone, since environmental factors have a tremendous bearing upon the quality and extent of physical education programs that may be developed.

La Porte, in the introduction to his score card, explained the object of examining established programs, and stated (14:3):

The purpose is to center attention upon the characteristics





of a good program and to provide opportunity for a school to compare its offerings somewhat objectively with these characteristics. The evaluation should serve to disclose significant weaknesses that are subject to improvement rather than to present merely a critical rating of the school.

### Statement of the Problem

It was the purpose of this study to attempt a comprehensive examination of physical education in the city of Calgary, Alberta. Junior and senior high schools were evaluated separately in terms of the programs carried out in the schools, and in terms of the related factors affecting these programs. Comparisons were made of the programs operating in the junior and senior high schools in an attempt to discover whether conditions were the same at each level of education. This study concentrated on disclosing significant weaknesses, and although many areas of strength were pointed out it was not the purpose of the study to deal in depth with the program strengths.

### Delimitations

1. The study was delimited to the junior high schools (two categories) and senior high schools of the public school system in the city of Calgary, in the school year 1968-69 and was based on data received from questionnaires distributed to:

(a) senior high school physical education department heads, or where no department head existed, the senior physical education staff member who acted unofficially as department head.

(b) junior high school physical education personnel who were in charge of the physical education programs at the respective schools.



2. The study was delimited to boys' health and physical education programs.

3. The study was delimited to schools which had been in operation at least two full school years.

4. Evaluations and comparisons were made in relation to standards as established in the "Canadian High School Health and Physical Education Score Card" (18).

### Limitations

1. The inherent problems of the accuracy of information obtained through a questionnaire was a limiting factor.

2. The study was limited by the scope of the questionnaire.

3. The study was limited by the number of questionnaires returned.

4. Results obtained were indicative only of the boys' health and physical education programs in the Calgary Public School District #19 in the school year 1968-69.

5. Results were limited to the three groups of schools as defined.

6. Information considered in making evaluations was received from selected physical education personnel in the Calgary Public School system rather than all physical education staff involved in the programs under study.

### Basic Assumptions

1. "The Canadian High School Health and Physical Education Score Card" was accepted as a valid instrument for evaluating health and physical education programs at the junior and senior high school





levels.

2. The scope of the survey instrument and its objectivity were accepted as established.

### Definition of Terms

1. Evaluation: Examination and judgement concerning quality and/or condition.

2. Comparison: Examination of the character and qualities of two things, for the purpose of discovering features of similarity and dissimilarity.

3. Public Schools: Schools which were organized under the authority of the Calgary Public School District #19.

4. Junior High School: Subdivided into two distinct groups:

(a) Elementary-Junior High (EJH): Schools in the city of Calgary in which grades one to nine (inclusive) were taught, and no other grades or combination of grades.

(b) Junior High (JH): Schools in the city of Calgary in which grades seven, eight, nine were taught, and no other grades or combination of grades.

5. Senior High Schools (SH): Schools in the city of Calgary in which grades ten, eleven, twelve were taught, and no other grades or combination of grades.

6. Health and Physical Education Programs Which Included:

(a) The physical education instructional program, intramural program, athletic program, adapted program, coeducational program and health





instruction.

- (b) The related supporting functions of health services, indoor health service areas, indoor activity and administrative areas, outdoor activity areas, equipment and materials, instructional staff, general policies and procedures.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

From a review of the literature it was apparent that little had been done in Canada related to evaluation of physical education programs. Only thirteen previous studies were found, and twelve of these were related to physical education in Western Canada. The earliest study was completed in 1943, and the latest study was completed in 1968.

#### Related Studies in Alberta

The earliest study was carried out in 1943 by Eriksson (9) when he surveyed physical and health education in one-room schools in Alberta. He concluded that there was a need for increased professional teacher training and a greater time allotment of the regular class day to teach physical education effectively. He also recommended that more attention should be given to individual differences.

In 1952, McLachlin (15) examined the physical education curriculum, facilities, and administrative organizations in the senior high schools of the cities of Alberta. From the results, it was concluded that the program of activities in the schools were below standard. He found that there was a lack of outdoor facilities, and a lack of trained physical education teachers.





Supplies and equipment for class instruction were found to be adequate. The interschool and intramural programs were found to have been well administered (16:10).

In 1955, Grierson (10) completed a survey of seven areas associated with the physical education program. La Porte's Score Card #II (14) was used as the basis of the study. He stated that (10:75) "The general situation with respect to physical education in Alberta high schools appears poor indeed". He found that individual and dual activities were quite restricted; that equipment and facilities were inadequate; and that a lack of qualified teachers was evident. He stated (10:80):

The majority of teachers handling physical education indicated that they had received no training in physical education. Of those who had received some training, almost all had only one or two courses as their background.

A more recent study in 1967 by Korchinsky (13) attempted to establish that a relationship existed between qualifications, responsibilities and programs of senior high school physical education teachers in Alberta. In this study, he tested three hypotheses (13:167):

1. That a relationship exists between qualifications and the extent of the physical education program.
2. That a relationship exists between qualifications and the extent of responsibilities.
3. That programs, qualifications, and responsibilities will vary according to the classification of school investigated.

Schools were categorized as senior high; junior-senior high and elementary-junior-senior high.

Hypotheses 1 and 2 showed no relationship as tested statistically, and Korchinsky stated (13:62): "It is concluded that the physical education standards of a school vary according to category, irrespective of teacher qualifications".





Hypothesis 3 showed that schools which taught only senior high grades had the highest standard, closely followed by schools of junior-senior high grades. The lowest standard was found in schools teaching grades one to twelve (inclusive). The quality of programs in senior high schools and in junior-senior high schools were quite high, while elementary-junior-senior schools were far below the standard set by the other two. In addition, Korchinsky found that 24 per cent of the teachers surveyed had received no training in physical education. The largest number of those who had received training obtained it through a Faculty or college of Education.

The most recent study was conducted by Enger (8) in 1966-67, in which he evaluated the physical education program in the secondary public schools in Edmonton. Three hypotheses were tested, and the following conclusions were reached (8:167):

Hypothesis A, which projected that all aspects of the physical education program are receiving equal consideration by physical education teachers, is not substantiated.

Hypothesis B, which states that the quality of the physical education program increases with the amount of preparation time available is substantiated.

...hypothesis C, that the quality of physical education programs increases with the amount of professional preparation cannot be accepted.

Enger found that in overall ratings with respect to facilities, length of physical education class periods and the number of classes per week, the senior high schools received an "excellent" rating, with only a "good" rating at the junior high level.

Junior high school physical educators rated the course content of the class instruction program as poor.

Senior high school physical educators rated the class instruction program strongest, while in junior high schools, the





intramural program was rated as the strongest aspect of their program.

Senior high school physical educators rated the intramural program as the weakest part of the program. In the junior high school category, facilities were rated as the weakest part of the physical education program.

Enger also stated that physical education suffered from a lack of qualified physical education teachers, and that this lack was particularly apparent in the junior high schools.

#### Related Canadian Studies

In addition to the Alberta studies already discussed, seven other studies were found to have been completed in various cities and provinces of Western Canada.

In 1946 Richard L. Hughes (11) surveyed the physical education programs of secondary schools in Victoria, British Columbia. He concluded that the areas of greatest deficiency were indoor facilities, locker and shower facilities, swimming pools, and programs of modified activities. The areas of greatest strength included the organization and administration of class programs, administration of intramural and interscholastic athletics, and health services.

In 1948, Panton (21) conducted a study of the men's intramural programs in Universities and secondary schools of Manitoba, Saskatchewan, Alberta and British Columbia. He found a definite interest in intramural work, however, there was a serious lack of gymnasium facilities in over 90 per cent of all schools included in the study. Panton also noted a lack of trained physical education





personnel.

The Province of Manitoba (22) established a Royal Commission to investigate the status of physical education in Manitoba. In 1958 the report was published. The Commission found that the Province of Manitoba was lacking in facilities, program, teachers, program preparation, finance and legislation.

A study of physical education in city high schools of Saskatchewan was conducted in 1959 by Cameron (6). The La Porte Score Card #II was modified and used as a basis of the survey. The maximum possible score of each area of the study was thirty points. The highest rated area was the program of activities, which included the class instructional program, intramurals and athletics. This area scored an overall mean of 15.51 points.

Administrative organization of medical examinations and health services, class programs, intramurals, and athletics scored a mean of 14.55 points.

Indoor and outdoor facilities scored lowest, with an overall mean of 10.58 points. Poorest facilities were the outdoor fields and court areas, particularly surfacing, and the indoor locker and shower facilities.

#### Alberta Department of Education Publications

The most recent revision of the Alberta Department of Education's publication "Curriculum Guide for Junior and Senior High School Physical Education" (2) was published in 1966. In addition to an outline of the basic curriculum, the "Curriculum Guide" included a section dealing with evaluation. In this section it is stated that (2:121): "Physical education includes not only the regular



instructional program but also intramural and interscholastic activities". These three activities are grouped into one division and referred to as the physical education program. The "Curriculum Guide" also considers five other divisions in its evaluations. These divisions include facilities and materials, staff, instructional procedures and activities, evaluation of pupil progress, and evaluation of instruction.

The Health and Physical Education Council of the Alberta Teachers Association originally developed the standards of the evaluation section included in the "Curriculum Guide for Junior and Senior High School Physical Education". The Physical Education Council forwarded the evaluation guide to both the Alberta Department of Education, and the Alberta Teachers' Association. The Alberta Department of Education published the evaluation standards unchanged. The Alberta Teachers' Association, however, deleted several questions, and references to specific standards were eliminated. The Alberta Teachers' Association published this amended version in a "Handbook for Self Evaluation of Schools and Systems" (4).

By comparison, all areas covered by the "Self Evaluation Guide for High Schools", as published by the Alberta Department of Education, were covered by the "Canadian High School Health and Physical Education Score Card" used in this study. The survey instrument extended beyond the scope of the "Evaluation Guide" by investigating thirteen areas associated with the total physical education program rather than the six areas as outlined in the "Evaluation Guide".





### Summary

From the foregoing review of the literature it appeared that the findings of various investigators were common in some respects, and contradictory in other respects.

Several investigators concluded that there appeared to be a shortage of qualified physical education teachers, and the need for more teacher training was emphasized. Indoor facilities were found to be consistently below accepted standards. Adapted programs, although not emphasized as highly, were also found to be poor.

Conflicting conclusions were presented with regard to the standards of the program of activities, and with regard to supplies and equipment.





## CHAPTER III

### METHODS AND PROCEDURES

A questionnaire approach was selected in order to investigate the problem. The questionnaire used was the "Canadian High School Health and Physical Education Score Card" (18).

In an attempt to obtain a measuring instrument which had been devised specifically to evaluate Canadian secondary school health and physical education programs, only the above named score card was found.

The "Canadian High School Health and Physical Education Score Card" may be considered as measuring the same items and areas included in the "Evaluation Guide for Schools and Systems" published by the Alberta Department of Education. In many cases it covers areas more thoroughly and also evaluates areas not considered in the "Evaluation Guide".

#### Background of Development of the Survey Instrument

The score card was developed by H. R. Nixon (19). Nixon explained the purpose of the development of the score card as follows (18:137):

A thorough review of related studies and literature failed to reveal the existence of a score card in which credence could be placed in evaluating Canadian secondary school health and physical education programs. Canadian writings revealed that there was a genuine need for such an instrument. Curricular revisions, teacher preparation programs, supervisory reports, institutes, workshops, and provincial studies had been made in provinces of Canada with little or no objective evidence as a foundation.





The fact that Canadian educators would not accept as valid existing American instruments compelled the author to attempt the construction of a truly Canadian score card. The purpose of this Canadian score card was to be twofold: first, it was to lend itself to self-evaluation for one school so that present status could be determined, and steps for improvement would be indicated; secondly, the score card was to be designed so as to provide a basis for comparison of program qualities from school to school or from province to province, in order to facilitate local, provincial and national program revisions, where needed.

The areas to be studied, and the questions to be included were established by Nixon after he carried out a survey of existing textbooks, score cards, theses, and other printed materials. Thirteen areas were established in order to cover all aspects of the physical education program, and the factors which affect the program. Questions were then selected which would serve to evaluate each area. The questions consisted of one hundred and thirty items.

Nixon continued his explanation of the development of the score card as follows (18:138):

This list of items and areas was submitted to a selected representative group of Canadian authorities in three separate mailings and one general meeting. This jury rated each item and area in terms of acceptability, revised the standards of a major portion of the items, added new concepts to several areas, proportionally weighted each area and item in terms of its relative value, and finally subdivided each item into observable components to facilitate a scoring procedure.

The score card was reasoned by Nixon to be compatible with existing professional literature, and to be in accord with the philosophy and opinion of Canadian authorities. It was considered to be generally valid for Canadian secondary schools.

The estimate of reliability of Canadian authorities for allocating the final proportional values to the questions and areas was .969. This was calculated by means of Peters' and Van Voorhis'





infinity prediction coefficients.

In establishing objectivity, the score card was found to be slightly more objective in application by trained persons over untrained persons. A team of three physical educators, two trained in the use of the score card and one untrained, applied the score card to a sample of thirty-four schools in the Province of Saskatchewan. The two trained physical educators remained the same throughout the application of the score card. A total of four untrained physical educators were used and each one participated in the application of the score card to approximately nine schools. The Pearson product-moment coefficients of .997 and .994 indicate that the total score, when evaluated by trained or untrained personnel respectively, was in Nixon's opinion, found to be highly objective.

#### Modification of the Score Card

In order to update the survey instrument and make it applicable to the problem under consideration, all questions were reviewed. With the exception of minor adjustments and one deletion, the score card as originally designed was used.

The following modifications dealt with clarifications, expansion of instructions, and adjustments to improve interpretation. These modifications did not result in a change of scores, applied weighting of questions or areas, or scoring procedures.

1. The study was delimited to the boys' physical education program and references to the girls' program were eliminated.

2. In order to clarify the scoring in four questions, statements which indicated the values of respective answers were added.





3. Instructions were expanded and clarified in order to obtain the best possible understanding of scoring procedures by respondents.

4. In order to obtain as close to a common interpretation as possible, words which were considered as "keys" to interpretation were underlined for emphasis.

The following modifications were reviewed and approved by members of the thesis committee:

1. A modification of scoring procedure was applied in Area XII, Instructional Staff. An assessment was made of the qualifications of all staff in each school who were involved in teaching the boys' physical education program, rather than the qualifications of the respondent alone. This procedure was adopted in order to obtain a more comprehensive evaluation of the instructional staff.

2. Two questions were reworded and scoring changes applied to these two questions in order to be more applicable to the situation under study. The questions affected involved teacher load in terms of the numbers of students taught per day, the amount of teaching time per day, and in-service education programs for physical education personnel.

3. One question was deleted from Section VII, Health Services, because it was a service which had been discontinued by the Calgary Public School Board, and as such was an outdated item.

#### Scope of the Questionnaire

The score card allowed a comprehensive examination of the total physical education program, and evaluated thirteen areas. These





were (18:127):

- I. Physical Education Instructional Program
- II. Intramural Program
- III. Athletic Program
- IV. Adapted Program
- V. Coeducational Program
- VI. Health Instruction
- VII. Health Services
- VIII. Indoor Health Service Areas
- IX. Indoor Activity and Administrative Areas
- X. Outdoor Activity Areas
- XI. Equipment and Materials
- XII. Instructional Staff
- XIII. Policies and Procedures

A copy of the survey instrument is found in Appendix C.

### Procedure

A letter requesting permission to carry out the study was sent to R. Warren, Superintendent of Schools for the Calgary Public School District #19. The request was granted. A letter which outlined the purpose and scope of the study was also sent to J. F. Mayell, Supervisor of Physical Education and Director of Athletics for the Calgary Public School Board. This letter requested his approval and support which was subsequently granted.

The study was delimited to the boys' health and physical education program in junior and senior high schools in the public school system in the city of Calgary.

Three categories established for the purposes of the study were:

1. Category SH: senior high schools in the city of Calgary in which grades ten, eleven and twelve were taught, and no other grades or combination of grades.

2. Category JH: junior high schools in the city of Calgary in which grades seven, eight and nine were taught, and no other



grades or combination of grades.

3. Category EJH: elementary-junior high schools in the city of Calgary in which grades one to nine (inclusive) were taught, and no other grades or combination of grades.

The areas under study in Categories JH and EJH were all thirteen areas which were included in the survey instrument. In Category SH, Area VI, Health Instruction, was deleted since it did not form part of the senior high school curriculum in Alberta.

A list of schools in Calgary Public School District #19 was then obtained from the Alberta Department of Education. This list included the grades taught in each school.

#### Distribution of the Questionnaire

Questionnaires were sent to one physical education teacher in each of forty-six schools. This included eight schools in Category SH, twenty-one schools in Category JH, and seventeen schools in Category EJH.

The questionnaire was directed to the individual physical education teacher in each school who was best qualified to give the most accurate answers and observations related to the program and factors affecting the program. For the senior high schools, the questionnaire was sent to the head of the physical education department where one was officially appointed and received recognition in terms of title and additional salary. Where no department head was officially appointed, the questionnaire was sent to the senior physical education staff member who was in charge of the physical education program. In junior high schools, the questionnaires were







sent to the physical education personnel who were in charge of the physical education programs at the respective schools. The names of the personnel acting in the above named capacities were obtained from the Supervisor of Physical Education and Director of Athletics for the Calgary Public School Board.

Each questionnaire was accompanied by an explanatory letter which described the purposes of the study as well as the background and history of the development of the score card. A stamped, self-addressed envelope was included for the return of the questionnaire.

In order to secure a high return rate of the questionnaires, three follow-up letters were sent to physical education personnel who had not responded. The first follow-up letter was mailed when the trend in returns began to decline. This was approximately three weeks after the initial mailing of the score card. The second follow-up letter was mailed two weeks after the first; the third follow-up letter was mailed one week after the second.

Copies of all correspondence are included in the Appendices.

### Analysis of the Data

The scoring instructions requested respondents who were in doubt about the interpretation of any particular question to clarify the basis of their answers beside the question. If total returns indicated that a question was repeatedly misinterpreted the question was omitted from the analysis of the data. (See page 23).

The total possible score in each area of study varied. In order to make relationships more apparent, and to provide an easier method of interpretation, all raw scores were converted to percentages.

and in 1970 the first comprehensive survey of the  
 coastal zone was carried out by the Ministry of  
 the Environment. The results of this survey  
 have been used by the Ministry of the Environment  
 for the preparation of the coastal zone plan.

The coastal zone plan is a document which  
 defines the general principles and objectives of  
 the coastal zone management and the measures  
 to be taken to achieve them.

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The following evaluations and comparisons of the schools included in the sample were made:

1. Each category was evaluated as a single unit, based on the mean scores achieved by the schools in the category. Evaluations were made of each of the thirteen areas, and of a composite score which indicated the rating of the program as a whole. In each area, the stronger points of the program, and the weaker points of the program were reported.

2. A comparison of categories related to the average total scores of the programs as a whole were made as follows:

- (a) Elementary-Junior High Schools with Junior High Schools
- (b) Elementary-Junior High Schools with Senior High Schools
- (c) Junior High Schools with Senior High Schools

3. A closer comparison of categories was made by listing weaknesses which were:

- (a) Common to all three categories
- (b) Common to categories SH and JH
- (c) Common to categories SH and EJH
- (d) Common to categories JH and EJH

4. Weak points which were unique to each individual category were listed according to category and by area within each category.

Results and comparisons were made by means of graphs and tables.

Only descriptive statistics were employed since the purpose of the study was to analyze the current physical education programs.







### Supplement to the Questionnaire

It was believed that this was the first time that the "Canadian High School Health and Physical Education Score Card" was employed in a study and it therefore seemed that an evaluation by respondents as to the usefulness and value of the score card would be of value. A supplement was included at the end of the questionnaire which attempted to elicit information with regard to additions, deletions and modifications related to the questionnaire.

A copy of the supplement is included in Appendix I.

A tabulation of responses, and a report on the comments of respondents are included in Appendix J.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### Questionnaire Returns

A total of forty-six questionnaires were mailed to physical education personnel in junior and senior high schools in Calgary. Table I indicates the returns received from each category.

TABLE I

NUMBER OF RETURNED QUESTIONNAIRES  
IN EACH CATEGORY OF SCHOOLS

Category	Number Mailed	Number Returned	Per Cent Returned
EH	8	8	100.00
JH	21	15	71.43
EJH	17	12	70.59
Total	46	35	76.09

#### Questions Deleted From the Study

The scoring instructions asked respondents who were in doubt about the interpretation of any particular question, or questions, to write the basis of their answers beside the question. If total returns indicated that a question was repeatedly misinterpreted to the extent that answers could be considered to be of dubious value, it was omitted from the analysis of the data.

As a result of comments on returned questionnaires, two





questions were omitted from the analysis of the junior high and elementary-junior high data. These were: question 13 of Area I, Instructional Program, and question 10 of Area VI, Health Instruction. These questions dealt with the allocation of marks and credits to physical education and health instructional programs. Junior high schools in Alberta do not operate on a credit system, and therefore these questions were not applicable.

### Evaluation of Category SH

Questionnaires were mailed to physical education personnel in eight senior high schools. All questionnaires were returned. Table II lists the schools in rank order of total scores achieved. Total possible score in Category SH was eight hundred and ninety-seven.

TABLE II

RANK ORDER OF SCHOOLS IN CATEGORY SH  
BY TOTAL SCORE ACHIEVED ON THE CANADIAN  
HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION  
SCORE CARD.

School	Total Raw Score	Total Score Expressed in Per Cent
I	693	77.26
II	624	69.57
III	588	65.55
IV	531	59.19
V	503	56.08
VI	495	55.18
VII	481	53.62
VIII	443	49.39
Category Mean	544.75	60.73



One school failed to score above 50 per cent. Four out of eight schools scored in the 50 to 60 per cent range, three scored better than 60 per cent but less than 80 per cent.

Table III presents the range, mean raw scores and mean percentages scored in each of the twelve areas of the questionnaire.

TABLE III  
RANGE, MEAN RAW SCORE, AND MEAN PERCENT  
IN EACH AREA FOR SCHOOLS IN CATEGORY SH

Area	Total Possible Score	Mean Raw Score	Range of Scores Expressed in Per Cent	Mean Score Expressed in Per Cent
I	130	96.25	62.31 - 86.15	74.04
II	90	68.90	53.33 - 91.11	76.11
III	80	50.63	51.25 - 76.25	63.29
IV	50	8.88	00.00 - 68.00	17.76
V	50	32.50	14.00 - 92.00	65.00
VI	n/a*	n/a*	n/a*	n/a*
VII	64	24.63	15.63 - 62.50	38.48
VIII	50	31.75	32.00 - 78.00	63.50
IX	70	41.13	25.71 - 84.29	58.76
X	70	22.13	22.86 - 51.43	31.61
XI	70	48.63	47.14 - 80.00	69.47
XII	93	62.00	45.16 - 96.00	66.67
XIII	80	57.75	53.75 - 92.50	72.19
Category SH	897	544.75	49.39 - 77.26	60.73

Figure 1 illustrates the areas of relative strength and weakness in Category SH. Areas are rank ordered to emphasize relationships.

\*Area VI, Health Instruction, was not to be scored by senior high schools.







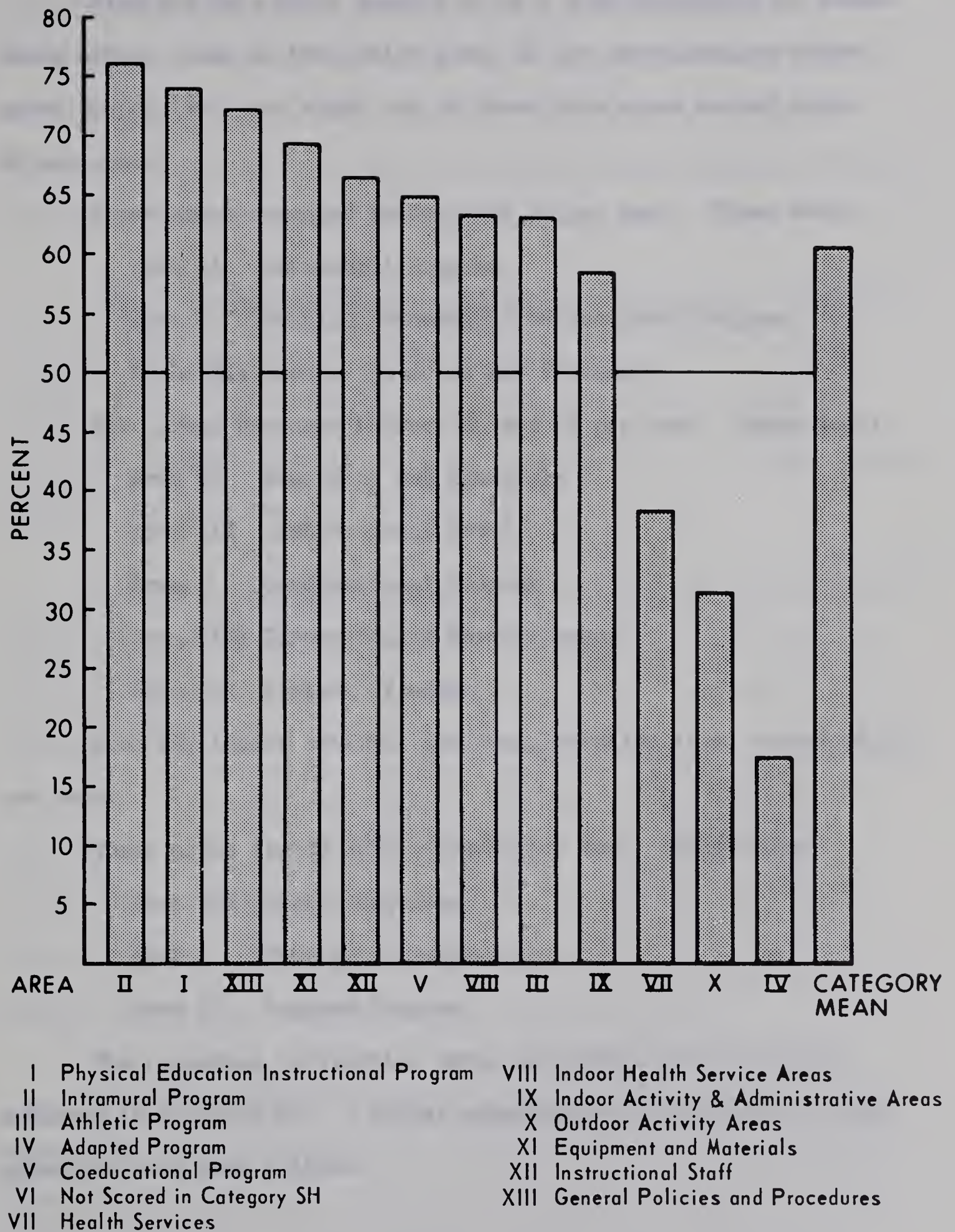


FIGURE 1: RANK ORDER OF AREAS BY MEAN SCORES FOR SCHOOLS IN CATEGORY SH





From the data there appears to be a wide divergence of scores among areas. Nine of the twelve areas of the questionnaire scored above 50 per cent, and eight out of these nine areas scored above 60 per cent.

Three areas averaged better than 70 per cent. These were:

Area II Intramural Program

Area I Physical Education Instructional Program

Area XIII General Policies and Procedures

Five areas averaged between 60 and 70 per cent. These were:

Area XI Equipment and Materials

Area XII Instructional Staff

Area V Coeducational Program

Area VIII Indoor Health Service Areas

Area III Athletic Program

Area IX, Indoor Activity and Administrative Areas scored 58.76 per cent.

Three areas scored well below 50 per cent. These were:

Area VII Health Services

Area X Outdoor Activity Areas

Area IV Adapted Program

The preceding information gives an overall view of scores achieved in Category SH. A closer examination of weaknesses as they appear in each area follows.





### Evaluation of Each Area of the Questionnaire for Category SH

In each area, certain questions repeatedly scored low, and therefore influenced the average score for that area. Questions which scored below 50 per cent were examined in an attempt to discover the factors which contributed to the low score.

Area I - Physical Education Instructional Program. Assignment to activity class was based mainly on grade level alone. Only in schools where physical education was offered in grades eleven and twelve was student interest a factor in assignment to activity classes. Medical examinations and capacity tests were not used.

Area II - Intramural Program. Although the Intramural Program ranked first in Category SH, only one school reported the existence of an intramural committee which developed written objectives for the program.

The estimate of the number of students who participate in at least one activity per year varied widely. Four schools reported 24 per cent; two schools reported 50 per cent; one school reported 75 per cent. For all schools, an average of 34 per cent of the students participate in at least one activity per year.

Area III - Athletic Program. From the data received it would appear that only one school had an athletic council which determined school athletic policies. Three schools indicated that the physical education department carried on this function alone. One school indicated cooperation between the physical education department and the administration.



Parental permission forms were required only for participants in contact activities.

Transportation to and from events was not always by bonded carriers or school vehicles. Three schools indicated that such transportation was provided only occasionally. Four schools reported that such transportation was provided for a majority of events, and only one school reported that bonded carriers were used for transportation to and from all events.

All schools reported that sports were classified within the school as major and minor.

Area IV - Adapted Program. This area ranked last in all schools in Category SH, and last in area mean score for Category SH. All questions scored below forty per cent. The average school score in this area was 8.88 out of 50.

Only two schools indicated that any kind of a program existed. Complete records on all participants were either non-existent or incomplete. Content of the program, where one existed, was limited. One respondent noted that there was:

Not sufficient staff to carry on an adapted program. Students are either permanently excused from the P.E. program or seated until a medical from a doctor enables them to participate.

Area V - Coeducational Program. Coeducational programs were offered to varying degrees in most schools. Three schools reported that a coeducational program existed, but was not offered in each grade. Five schools reported that coeducational programs were offered in each grade, and of these five schools, three stated that these







programs were conducted for less than one-fifth of the total class time.

Six of eight schools reported that the variety of activities included in the program was limited. Most schools excluded contact activities.

Area VI - Health Instruction. This area was not to be scored by senior high schools.

Area VII - Health Services. The main weakness of this area centered on medical examinations. Seven of eight schools reported that yearly medical examinations were not required of every student. Medical examinations of all participants in the athletic program is required for only a portion of the activities. Only three schools reported that medical examinations were required for participants in strenuous activities in the instructional and intramural programs. All schools reported that they did not classify students for physical education programs into restricted and unrestricted groups.

Nursing services were provided only for school visitations, and nurses were employed on a part-time basis. Only one school reported that any attempt was made to administer screening tests.

Area VIII - Indoor Health Service Areas. Features of shower rooms and towelling rooms both scored poorly. Features of these rooms varied considerably with no consistency among schools apparent from the data.

Separate team dressing rooms and locker rooms for interscholastic participants were reported to exist in only four schools. Four schools





reported no special facilities for interscholastic participants.

First aid rooms were generally poorly located with respect to activity and dressing areas, and were generally poorly equipped.

Area IX - Indoor Activity and Administrative Areas. The lack of four main types of facilities accounted for much of the poor scoring in this area. All schools reported no access to an enclosed rink. Only two schools reported access to, and use of, a curling rink. Three of eight schools reported access to swimming facilities, and such facilities were utilized for only a portion of the school program. The fourth type of facility scoring far below 50 per cent was a special room for adapted physical education. Only one school reported that such a facility existed. Apparatus storage rooms generally appear to be undersize, and all schools report that apparatus and equipment rooms were not accessible from outside the school.

Six schools reported that classrooms were available for physical education lectures; however, only three considered these rooms to be suitably equipped.

Area X - Outdoor Activity Areas. With respect to facilities, outdoor activity areas scored the lowest. Of eleven questions in this area, only two scored better than 60 per cent, and all others scored below 50 per cent.

All schools reported that they lacked a quarter mile track, and a ski area. One school reported the existence of a multi-purpose asphalt area suitable for tennis only.

No schools reported that total acreage met 100 per cent of their standard acreage need. Respondents generally reported that





playfields were unsatisfactory. Poor drainage, obstructions, and fields which were not level were the main weak points.

Athletic fields were reported as being not properly equipped, not properly lined, and having no provision made for spectators.

Jumping pits are generally not deep enough. Runways and throwing areas were not constructed of resilient materials.

Six schools reported no access to lighted playfields for night programs, and five schools reported no athletic stadium was accessible for use.

Area XI - Equipment and Materials. All schools reported sufficient supplies available for individual and team activities.

All schools reported that basic first aid supplies and kits were available to the instructors' offices; however, only two schools reported that first aid supplies were readily available to all activity areas and the supply storage rooms.

The majority of schools indicated that the student supplied both his own uniform and his own towel.

Area XII - Instructional Staff. Only two schools had staff assigned to the adapted program. Of these two, only one person had had specialized instruction through university courses.

In regard to membership in professional organizations, all schools reported staff active in a local organization. Only three schools reported staff members active in a national association.

Area XIII - General Policies and Procedures. Of eight responding schools, only one provided laundry and cleaning services

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### Part II - Introduction

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### Part III - Description

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### Part IV - Conclusion

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for all uniforms and supplies. Three schools provided these services for a majority of the program uniforms and supplies and one school provided these services for one phase of the program only. Three schools reported that they do not provide laundry and cleaning service for any phase of the program uniforms and supplies.

Policies for referring students to physicians and parents in cases of defects which show up are unwritten but applied in six schools of eight. No school reported written policies and procedures for referrals.

Three schools reported inspection of facilities and equipment prior to being used each time; two schools reported inspection every week; one school reported inspection every month. Two schools scored zero on this question.

Regular in-service education programs were available to physical education teachers, however, only two schools reported that staff were presently participating.

#### Evaluation of Category EJH

Questionnaires were mailed to physical education personnel in seventeen elementary-junior high schools. Twelve questionnaires were returned. Table IV lists the schools in rank order of total scores achieved. Total possible score in Category EJH was nine hundred and seventy-seven.

Two schools failed to score above 50 per cent. Seven out of twelve schools scored in the 50 to 60 per cent range, and three schools scored above 60 per cent but below 70 per cent.







TABLE IV

RANK ORDER OF SCHOOLS IN CATEGORY EJH  
BY TOTAL SCORE ACHIEVED ON THE CANADIAN  
HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION  
SCORE CARD.

School	Total Raw Score	Total Score Expressed in Per Cent
AA	679	69.50
BB	636	65.10
CC	597	61.11
DD	567	58.03
EE	559	57.22
FF	549	56.19
GG	549	56.19
HH	532	54.45
II	521	53.33
JJ	517	52.99
KK	467	47.80
LL	429	43.91
Category Mean	550.17	56.31



TABLE V

RANGE, MEAN RAW SCORE, AND MEAN PER CENT  
IN EACH AREA FOR SCHOOLS IN CATEGORY EJJ

Area	Total Possible Score	Mean Raw Score	Range of Scores Expressed in Per Cent	Mean Score Expressed in Per Cent
I	121	82.58	50.41 - 80.17	68.25
II	90	75.42	74.44 - 93.33	83.80
III	80	37.75	3.75 - 68.75	47.19
IV	50	6.75	00.00 - 54.00	13.50
V	50	19.33	00.00 - 88.00	38.66
VI	72	51.75	55.56 - 87.00	71.88
VII	64	29.33	29.69 - 76.56	45.83
VIII	50	23.00	24.00 - 76.00	46.00
IX	70	31.75	27.14 - 62.86	45.36
X	70	25.08	7.14 - 51.43	35.83
XI	70	45.92	60.00 - 78.57	65.60
XII	110	59.42	24.55 - 80.91	54.02
XIII	80	62.08	61.25 - 90.00	77.60
Category	977	550.17	43.91 - 69.50	56.31

Table V indicates the range, mean raw scores and mean percentage scored in each of the thirteen areas of the questionnaire for Category EJJ.

Figure 2 illustrates the areas of relative strength and weakness in Category EJJ. Areas are rank ordered to emphasize relationships. Six out of thirteen areas scored above 50 per cent, and five of these six areas scored above 60 per cent.

Three areas averaged better than 70 per cent. These were:

Area II Intramural Program

Area XIII General Policies and Procedures

Area VI Health Instruction





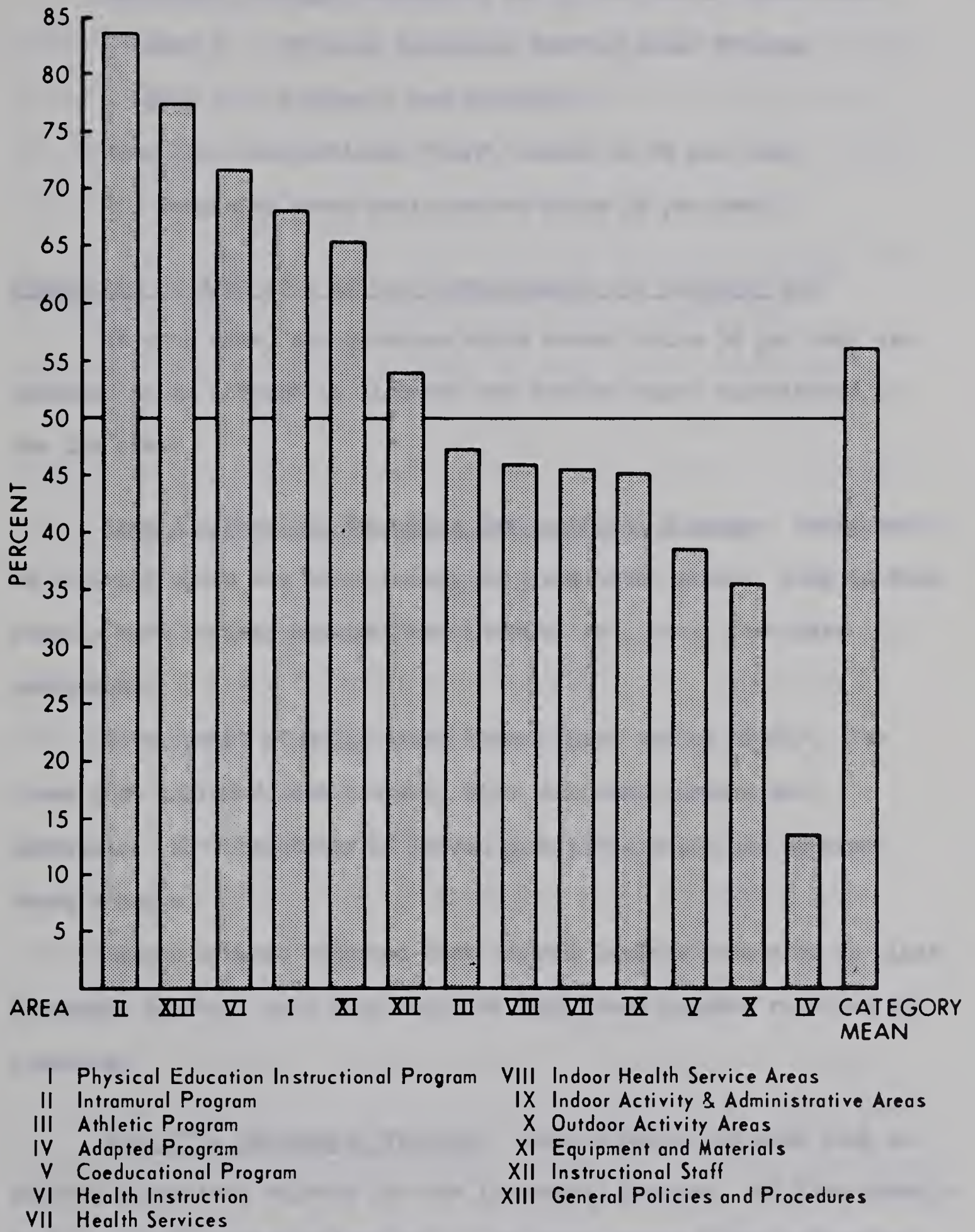


FIGURE 2: RANK ORDER OF AREAS BY MEAN SCORES FOR SCHOOLS IN CATEGORY EJH





Two areas averaged between 60 and 70 per cent. These were:

Area I      Physical Education Instructional Program

Area XI     Equipment and Materials

Area XII, Instructional Staff, scored 54.02 per cent.

The remaining seven areas scored below 50 per cent.

#### Evaluation of Each Area of the Questionnaire for Category EJH

In each area, any question which scored below 50 per cent was examined in an attempt to discover the factors which contributed to the low score.

Area I - Physical Education Instructional Program. Assignment to activity class was based mainly on grade level alone. Only in four schools were medical examinations included as a basis for class assignment.

Development of daily class lesson plans varied widely. The items most included were content, time allotment, method and materials. No consistency in lesson plan preparation was apparent among schools.

Eleven schools reported that student leaders were used in class programs; however, only four reported that these leaders received any training.

Area II - Intramural Program. Seven schools reported that no written objectives existed for the Intramural Program. Of five schools that reported written objectives, only three review these objectives each year.





Area III - Athletic Program. The question which scored the lowest in this area was regarding the transportation for participants in the athletic program. Six schools reported that transportation was provided to and from events by school vehicles or bonded carriers only on occasion. Five schools scored zero on this question.

Eight schools out of twelve reported that officials employed for competitions were not registered in local or provincial organizations, nor are they required to pass yearly examinations.

Eight schools reported that they did not require parental permission slips for each participant in every activity. Two schools required parental permission slips for a portion of school participants, while two schools reported that they are required for all participants.

Six schools reported that no written eligibility requirements existed. Six schools reported the existence of some eligibility requirements, but no consistency among schools was apparent.

Participants in school athletic programs were generally not covered by insurance for injuries while participating. Six schools reported that insurance was not required. Three schools reported insurance for medical services only, and three schools reported insurance for both medical and hospitalization services.

The interschool athletic program in the majority of schools is financed only in part from the regular school budget. Three schools reported that it is financed in total through the regular school budget.

Area IV - Adapted Program. This area ranked last in all schools in Category EJH, and last in area mean score for Category EJH. All questions scored below 25 per cent. Only three schools reported





that any kind of an adapted program existed. Program content was limited, records were mainly non-existent or incomplete and cooperation of physicians, parents and students was reported by only one school.

Area V - Coeducational Program. All questions in this area scored 50 per cent or lower. Only four schools reported that a coeducational program existed in each grade. Activities included in the programs which were in operation excluded highly competitive activities and contact activities and the variety of activities was limited. Only six schools provide the opportunity for coeducational activities in the intramural program.

Area VI - Health Instruction. Five schools reported that no school health committee existed to revise the school course of study. Seven schools reported that a committee existed, but its make-up varied widely with no consistency among schools apparent.

Only two schools reported that meetings were called in an attempt to integrate health instruction with other school subjects.

Area VII - Health Services. Required medical examinations of students appeared to be the greatest weakness of this area. Only two schools out of twelve required comprehensive medical examinations of every student once per year. The majority of schools did not require medical examinations of participants in strenuous activities in both the instructional and intramural programs. Medical examinations are generally not required for all participants in the athletic program.





Most schools reported that they did not classify students for physical education programs into restricted and unrestricted groups.

Area VIII - Indoor Health Service Areas. Four schools reported that no equipment drying room existed. Eight schools reported that such a room existed, but only four reported that the room had a separate ventilation system.

Towelling rooms were generally reported as non-existent. Where towelling rooms were reported, the features varied widely with no consistency among schools apparent.

Only two schools reported that a separate team dressing and locker room was provided for interscholastic participants.

Eight schools reported that no check rooms existed.

Six schools reported that dressing room lavatories do not contain a minimum of two toilets and two urinals, nor a minimum of two wash basins properly equipped with paper towels, soap, mirrors and wastebaskets. Only two schools reported that facilities met the above minimum requirements.

Shower room features were reported as being inadequate. Features of these rooms varied widely, with no consistency among schools apparent from the data.

Area IX - Indoor Activity and Administrative Areas. All schools in Category EJH reported the lack of the following facilities: an adapted physical education room; an enclosed skating rink; a curling rink. Only one school reported access to, and use of, a swimming pool.





Auxiliary activity rooms were available in only three schools.

Apparatus storage rooms scored low, with the major faults being inadequate space, and no access from outside the school.

Construction features of the gymnasium varied widely, with the majority of schools scoring from 25 to 75 per cent on this question. The mean for this question was 45.75 per cent.

Area X - Outdoor Activity Areas. All schools reported the lack of a ski area for instructional purposes, a multi-purpose asphalt or concrete court area, and a lighted playfield for night programs. Only two schools reported the existence of a quarter mile track, but these lacked a good quality surface, resilience and proper drainage. Only three schools reported access to an athletic stadium.

In the opinion of respondents, jumping pits and runways were poorly constructed. Generally, pits were not deep enough, and runways and throwing areas were not constructed of resilient material.

The condition of playfields varied considerably. As reported by 50 per cent of the schools, playfields were covered with turf and level. Five schools reported that playfields contained obstructions. Drainage of the playfields appeared to be the most common problem.

Area XI - Equipment and Materials. Basic first aid supplies were readily available to the instructors' offices, however, these were not readily available to all activity areas or to the supply storage rooms.

In no case did any school supply towels or uniforms to students. Seven schools reported that the students supply their own uniform and this was a standard uniform.





Area XII - Instructional Staff. Of schools who assigned staff to the adapted program, only one had a staff member who had specialized instruction through university courses. Teachers of health education were generally reported as being poorly qualified. Only one staff member was reported to have a minor in health education (three full courses). Four schools reported that staff members had only one college course in health education, and four schools reported that staff members had received no training in health education.

Area XIII - General Policies and Procedures. Only 25 per cent of the schools provided laundry and cleaning services for program uniforms and supplies, and in all cases this was provided for only one phase of the program.

No schools reported the existence of written policies and procedures for referring students to physicians and parents in cases of defects. However, the majority of schools reported that these policies and procedures were unwritten but applied.

#### Evaluation of Category JH

Questionnaires were mailed to physical education personnel in twenty-one junior high schools. Fifteen questionnaires were returned. Table VI lists the schools in rank order of total scores achieved. Total possible score in Category JH was nine hundred and seventy-seven.

In this category, four schools failed to score above 50 per cent. Seven of fifteen schools scored in the 50 to 60 per cent range and four schools scored above 60 per cent but below 65 per cent.

Table VII illustrates the range, mean raw scores and mean





TABLE VI

RANK ORDER OF SCHOOLS IN CATEGORY JH BY  
TOTAL SCORE ACHIEVED ON THE CANADIAN HIGH SCHOOL  
HEALTH AND PHYSICAL EDUCATION SCORE CARD.

School	Total Raw Score	Total Score Expressed in Per Cent
A	622	63.66
B	621	63.56
C	604	61.82
D	602	61.62
E	554	56.70
F	549	56.19
G	540	55.27
H	525	53.74
I	502	51.38
J	501	51.28
K	498	50.97
L	467	47.80
M	455	46.57
N	455	46.57
O	358	36.64
Category Mean	523.53	53.59

percentage scored in each of the thirteen areas of the questionnaire for Category JH.

Figure 3 illustrates the areas of relative strength and weakness in Category JH. Areas are rank ordered to emphasize relationships. Six out of the thirteen areas scored above 50 per cent, and four of these six areas scored above 60 per cent.

Two areas averaged better than 70 per cent. These were:

Area II Intramural Program

Area XIII General Policies and Procedures





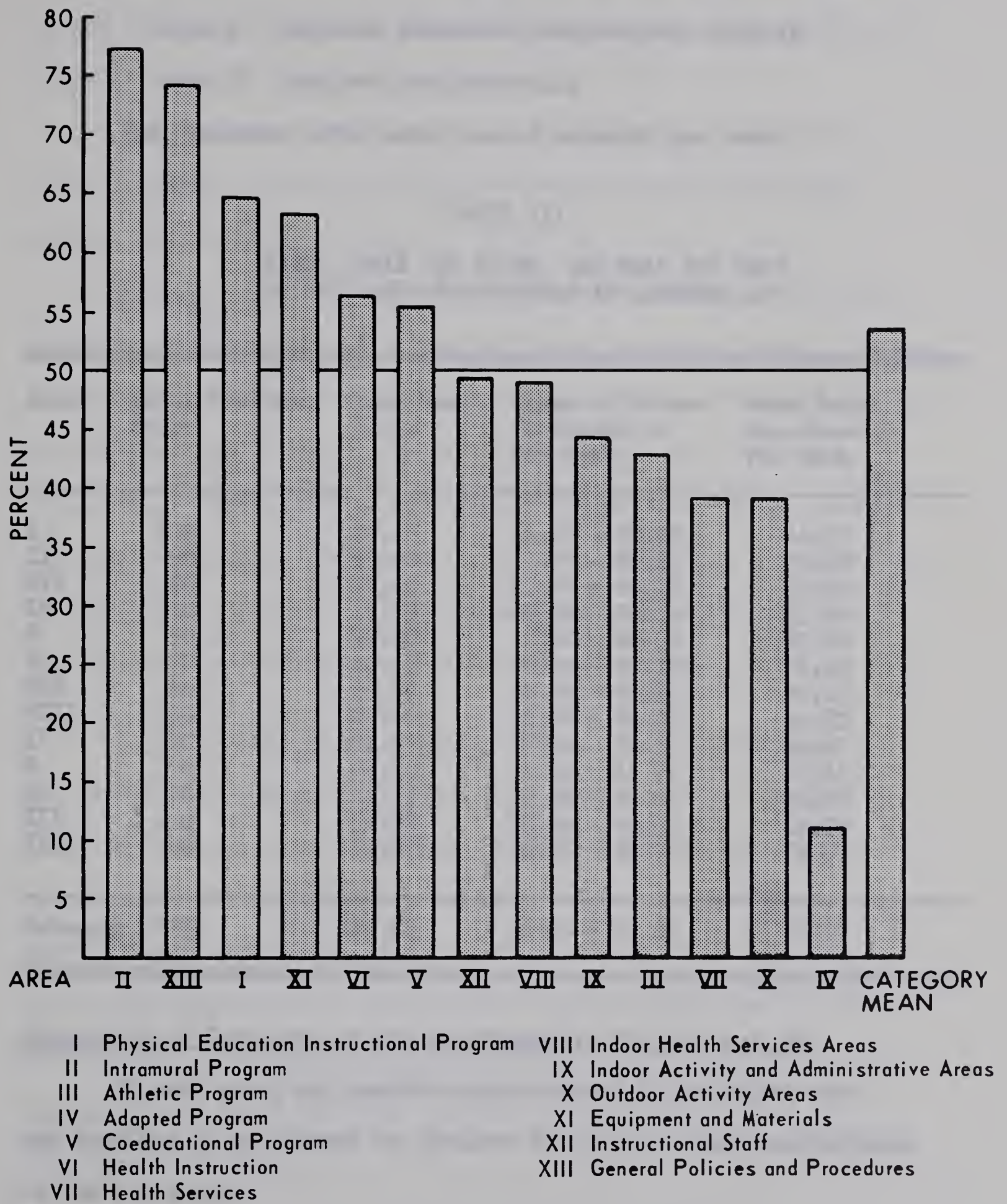


FIGURE 3: RANK ORDER OF AREAS BY MEAN SCORES FOR SCHOOLS IN CATEGORY JH.





Two areas averaged between 60 and 70 per cent. These were:

Area I Physical Education Instructional Program

Area XI Equipment and Materials

The remaining seven areas scored below 50 per cent.

TABLE VII

RANGE, MEAN RAW SCORE, AND MEAN PER CENT  
IN EACH AREA FOR SCHOOLS IN CATEGORY JH

Area	Total Possible Score	Mean Raw Score	Range of Scores Expressed in Per Cent	Mean Score Expressed in Per Cent
I	121	78.40	44.63 - 80.99	64.79
II	90	69.60	57.78 - 91.11	77.33
III	80	34.40	27.50 - 66.25	43.00
IV	50	5.53	00.00 - 76.00	11.06
V	50	27.80	12.00 - 88.00	55.60
VI	72	40.67	00.00 - 90.28	56.49
VII	64	25.07	26.56 - 81.25	39.17
VIII	50	24.60	36.00 - 64.00	49.20
IX	70	31.13	27.14 - 58.57	44.47
X	70	27.40	5.71 - 65.71	39.14
XI	70	44.33	32.86 - 82.86	63.33
XII	110	54.33	13.64 - 70.00	49.39
XIII	80	59.67	56.25 - 88.75	74.59
Category	977	523.53	36.64 - 63.66	53.59

#### Evaluation of Each Area of the Questionnaire for Category JH

In each area, any question which scored below 50 per cent was examined in an attempt to discover the factors which contributed to the low score.





Area I - Physical Education Instructional Program. Assignment to activity class was based on grade level alone in the majority of schools.

Twelve schools reported that student leaders were used in class programs. However, only three schools reported that these leaders received any training.

A local current yearly program was developed for each grade, and this program was based on the provincial course of study. However, the majority of schools did not file a copy in the principal's office, nor did they post seasonal schedules on the bulletin board.

Six schools reported that no school course of study committee existed for physical education. Where such committees did exist, they were generally composed of both men and women teachers, and, the majority of these committees meet less than annually.

Area II - Intramural Program. The intramural committee in the majority of schools was composed of teachers only. However, only three schools reported the existence of written objectives for the program, and only one of these schools reported that objectives were reviewed each year.

Classification of students for vigorous sports participation was reported to be mainly by age and grade. Five schools reported classification by grade alone, and two schools reported no classification system.

Area III - Athletic Program. A school athletic council which determines school athletic policies existed in the majority of schools, and was generally composed of representatives from only the physical





education department and school administration. Only seven schools reported written eligibility requirements and these were mainly concerned with age limits and scholastic requirements.

Parental permission certificates for athletic participants were required by only five schools, and in all cases they were required for only a portion of the school participants.

Six schools reported that transportation for participants to and from athletic events was provided by school vehicles or bonded carriers. Two schools reported that such transportation was provided for a majority of events, and three schools reported that such transportation was provided only on occasion. Nine schools reported that bonded carriers were not used.

Only five schools reported that officials employed for athletic competition were registered in local or provincial organizations, or had passed yearly examinations.

Area IV - Adapted Program. Only two schools reported that an adapted program existed and in only one case was it developed in cooperation with physicians.

From the data, adapted programs in all other schools of Category JH were non-existent.

Area V - Coeducational Program. Eight schools out of fifteen reported that a coeducational instructional program was conducted in each grade in which physical education was offered. Where such programs existed they were generally offered for less than one-fifth of the total class time. Seven schools reported that coeducational programs did not exist in every grade.



Area VI - Health Instruction. School health committees which revise the school course of study were reported to exist by only five schools. Only one school reported that meetings were held to integrate health instruction with other school subjects.

Evaluation of pupil progress was based mainly on written tests of development of knowledge. Attitudes, skill and habit improvement were largely ignored. Practical tests and observations were used by only five schools.

Two schools reported that boys received no health instruction.

Area VII - Health Services. The main weakness of this area centered on medical examinations. Only two schools required comprehensive yearly medical examinations of every student. One school required a medical examination once during the high school years. Medical examinations of all participants in the athletic program were required by only three schools. Only one school classified students for physical education programs into restricted and unrestricted groups. Only one school would not permit students to participate in strenuous instructional or intramural programs without a satisfactory medical examination.

Screening tests for referral purposes were administered by qualified teachers or technicians in only eight schools. Of the schools that did administer tests, the frequency of testing and test items varied considerably.

Area VIII - Indoor Health Service Areas. Shower and towelling rooms both scored poorly. Features of both of these rooms varied





considerably; no consistency among schools was apparent from the data received.

Separate team dressing and locker rooms for interscholastic participants were reported by only two schools.

Equipment drying rooms did not exist in twelve schools.

Check rooms were reported to exist in eight schools, and six of these eight schools reported facilities to be limited.

Additional toilet and lavatory facilities were located within easy access of all outside facilities and areas in only eight schools.

Area IX - Indoor Activity and Administrative Areas. All schools in Category JH reported the lack of an enclosed skating rink, and a curling rink located near the school which was used for program purposes. One school reported access to swimming facilities and utilization of these facilities for a portion of the programs.

Auxilliary activity rooms were provided for additional teaching stations in only three schools. Only two schools reported that special adapted physical education rooms were available.

Apparatus storage rooms were reported to exist in eleven schools, however, these rooms were generally too small, and not accessible from outside the school.

Classrooms suitably equipped to facilitate lecture classes in physical education were not available in seven schools.

Area X - Outdoor Activity Areas. All schools reported that ski areas for instructional purposes were non-existent. Lighted playfields for night programs for schools and community groups, and





access to an athletic stadium were each reported to be available to only one school.

Two schools reported the existence of a quarter mile track, although the surfaces were not of a good quality and the drainage was poor.

Jumping pits were generally not deep enough. Runways and throwing areas were not constructed of resilient materials.

Multi-purpose asphalt or concrete court areas were available at only four schools.

Playfields were generally reported to have poor drainage, and many were reported as not being level.

Area XI - Equipment and Materials. Most schools reported poor access to basic first aid supplies and kits. Although these were readily available to the instructors' offices, the majority of schools reported poor access to first aid supplies and kits to all activity areas, and to the supply storage rooms.

In the majority of schools each student had a standard uniform which the student supplied. Five schools reported that students did not have towels, nor were these supplied by the school.

Area XII - Instructional Staff. Teachers of health education are not generally prepared to teach this subject. Only one school reported that a staff member had a minor (three full courses) in health education. The majority of teachers had only one college course in health education, while five schools reported that health education teachers had no formal university courses in health education.



Adapted physical education programs were reported to exist in only two schools, and the staff members teaching these programs had not received any specialized instruction through university courses.

Eleven schools reported that staff members were active in professional organizations. The majority were active in a local association, while less than one-half participated in a provincial and/or national association.

Area XIII - General Policies and Procedures. The majority of schools did not have established policies for referring students to physicians and parents in case of defects. Six schools reported that policies and procedures were unwritten but applied.

Junior high schools generally did not provide laundry and cleaning services for towels, uniforms and supplies. Only six schools reported that this service was provided, and generally it was for only one phase of the program uniforms and supplies.

#### Comparison of Mean Total Scores of All Categories

Figure 4 illustrates a comparison of the mean total scores of schools in each category. Senior high schools achieved the highest mean score, followed by elementary-junior high schools. Junior high schools scored the lowest.

Table VIII presents range, mean raw score and mean percentage of each category.

#### Comparison of Categories SH, JH, EJH

Figure 5 graphically compares the three categories in each area of the questionnaire. The range of area mean scores for the





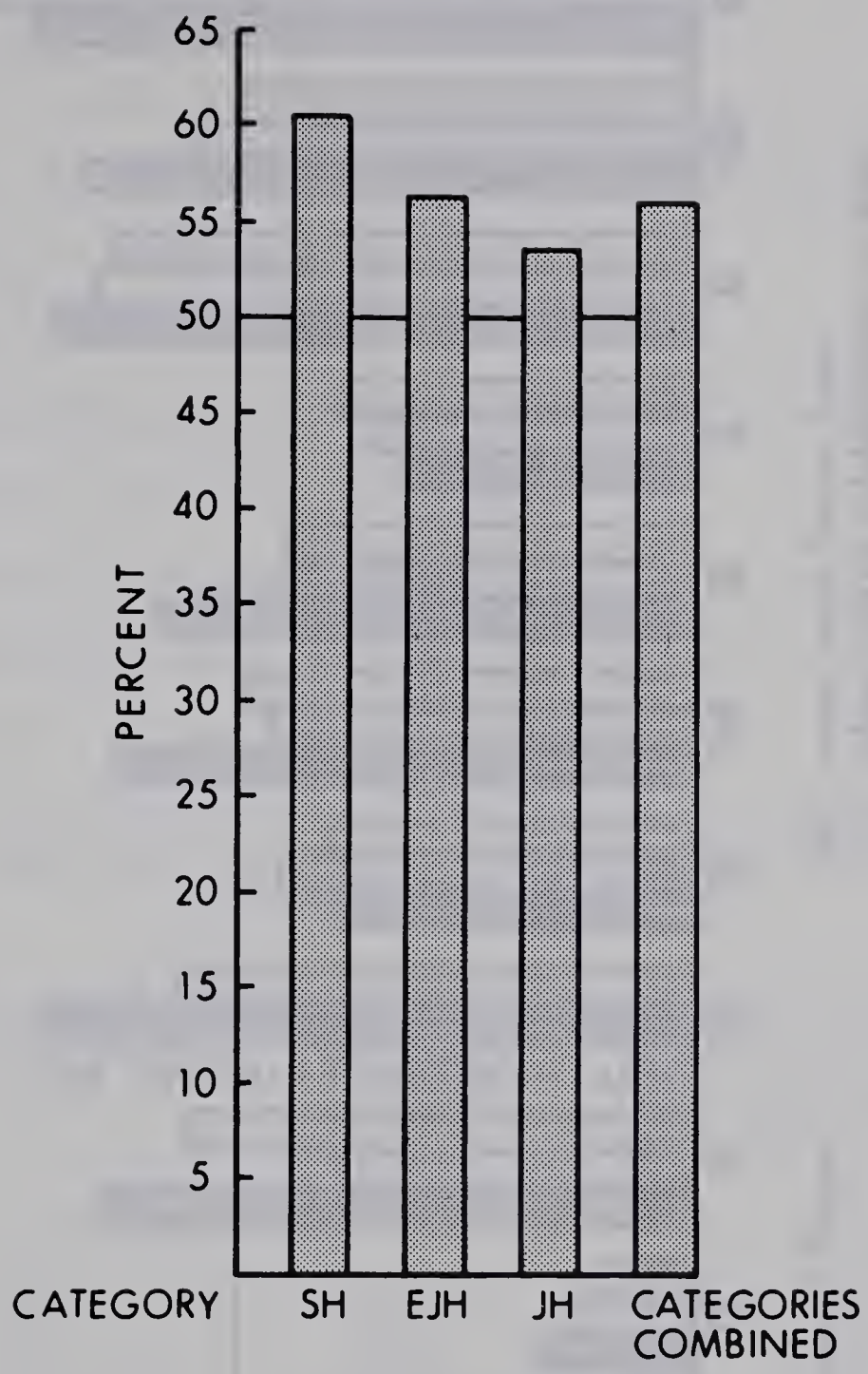


FIGURE 4: MEAN TOTAL SCORES FOR CATEGORIES SH, JH, EJH, AND OVERALL MEAN SCORE FOR CATEGORIES COMBINED





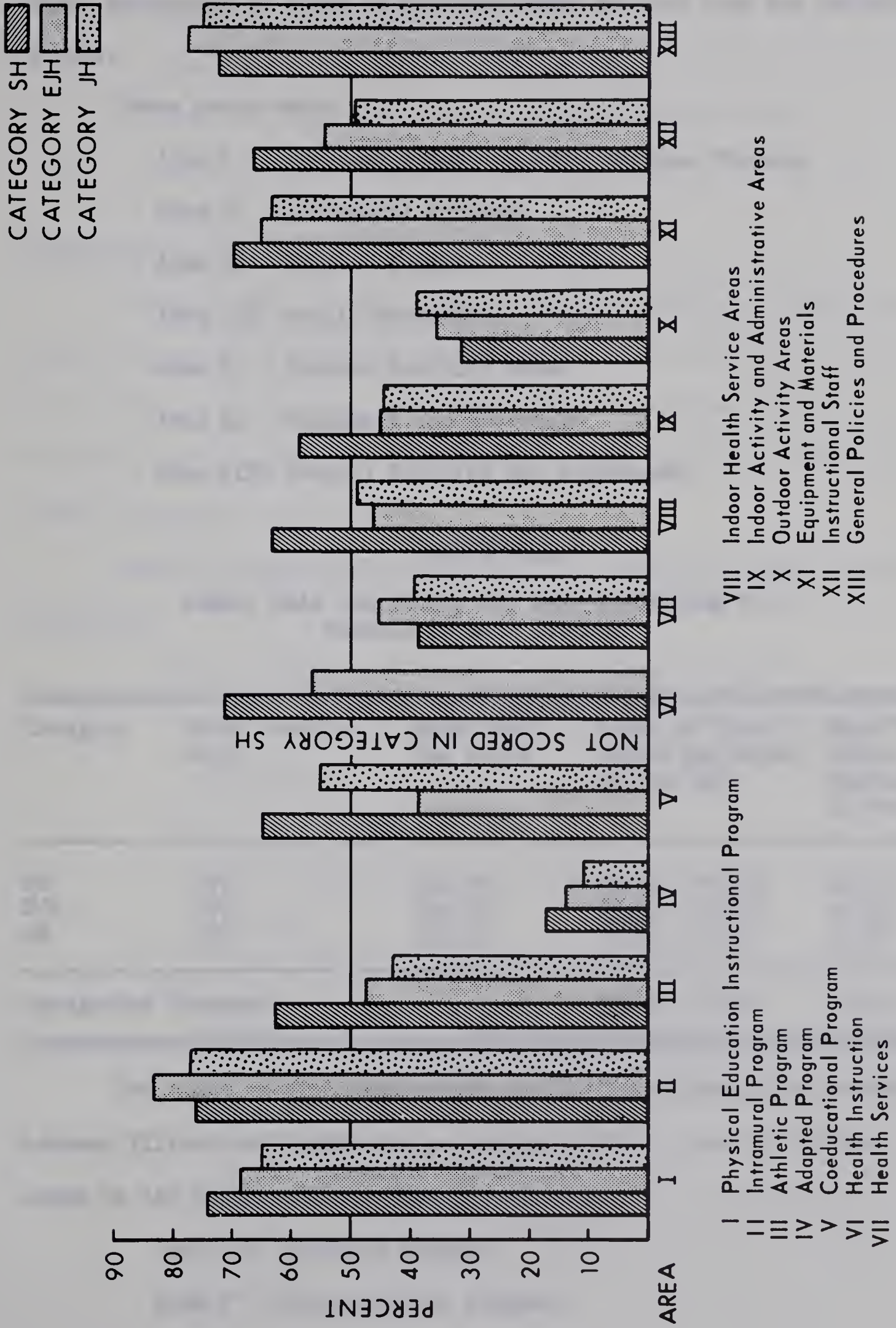


FIGURE 5: MEAN AREA SCORES FOR CATEGORIES SH, JH, EJH



three categories in seven of thirteen areas is less than ten percentage points.

These areas were:

- Area I Physical Education Instructional Program
- Area II Intramural Program
- Area IV Adapted Program
- Area VII Health Services
- Area X Outdoor Activity Areas
- Area XI Equipment and Materials
- Area XIII General Policies and Procedures

TABLE VIII

RANGE, MEAN RAW SCORE, AND MEAN PERCENTAGE FOR  
SCHOOLS IN EACH CATEGORY

Category	Total Possible Score	Mean Total Raw Score	Range of Total Scores Expressed in Per Cent	Mean Total Score Expressed in Per Cent
SH	897	544.75	49.39 - 77.26	60.73
EJH	977	550.17	43.91 - 69.50	56.31
JH	977	523.53	36.64 - 63.66	53.59
Categories Combined			36.64 - 77.26	56.05

The range of area mean scores for the three categories varied between fifteen and twenty-six percentage points in six of thirteen areas of the questionnaire. These areas were:

- Area III Athletic Program
- Area V Coeducational Program





Area VI Health Instruction

Area VIII Indoor Health Service Areas

Area IX Indoor Activity and Administrative Areas

Area XII Instructional Staff

### Comparison of Categories by Common Weaknesses

From the data, it was apparent that the majority of questions which were reported as having a mean score of less than 50 per cent were common to two or more categories. These questions have been discussed in the individual evaluations of each category. Therefore, common weaknesses are listed.

Questions whose mean scores were less than 50 per cent in all categories.

Area I - Physical Education Instructional Program:

Assignment to activity class was generally based upon grade level only.

Area II - Intramural Program:

Written objectives for the intramural program generally did not exist.

Area III - Athletic Program:

Parental permission certificates were not signed and on file in the principal's office for each participant in every activity.

Transportation for participants to and from events was generally not provided by school vehicles or by bonded carriers.





#### Area IV - Adapted Program:

An adapted activity program was generally not provided for within regular instructional classes.

Content of programs which were reported to exist was limited to modified activities.

In programs reported to exist physicians, parents and students generally did not cooperate in the conduct of exercise practice programs.

Complete records on all participants generally were not kept.

#### Area V - Coeducational Program:

Coeducational programs were generally not conducted in each grade.

#### Area VI - Health Instruction:

This area was not to be scored by senior high schools and therefore no questions in this area were common to all three categories.

#### Area VII - Health Services:

Comprehensive medical examinations generally were not required of every student once per year.

Students generally were permitted to participate in strenuous activities in the instructional and intramural programs without a medical examination.

Medical examinations generally were not required of all participants in the athletic program.

Students generally were not classified for physical education programs into restricted and unrestricted groups.



Area VIII - Indoor Health Service Areas:

Separate team dressing and locker rooms generally were not provided for interscholastic participants.

Shower and towelling room facilities generally scored poorly.

Area IX - Indoor Activity and Administrative Areas:

Special adapted physical education rooms generally were not available.

An enclosed skating rink was not available and used by any school.

A curling rink was generally not near any school.

Swimming facilities were generally not available and utilized.

Apparatus storage rooms generally were undersized, and not accessible from outside the school.

Area X - Outdoor Activity Areas:

Playfields generally were not level, free from obstructions, or slightly sloped for drainage.

Quarter mile tracks generally did not exist.

Jumping pits generally were not two feet deep, and runways and throwing areas generally were not constructed of resilient material.

A ski area was not available to any school for instructional purposes.

A multi-purpose asphalt or concrete play area generally was not available.





Playfields which were lighted for night programs generally were not available.

Athletic stadiums generally were not accessible to the schools.

#### Area XI - Equipment and Materials:

Basic first aid supplies and kits generally were not readily available to all activity facilities or to the supply storage rooms.

Students generally supply their own uniform.

#### Area XII - Instructional Staff:

Teachers assigned to the adapted program generally have not had any specialized instruction through university courses.

Teachers of health and physical education were generally not active members of professional organizations at the national and/or provincial levels.

#### Area XIII - General Policies and Procedures:

Schools generally did not provide laundry and cleaning services for towels, uniforms and supplies.

Policies for referring students to physicians and parents in cases of defects generally were unwritten but applied.

Questions whose mean scores were less than 50 per cent in

Categories SH and JH only.

#### Area III - Athletic Program:

An athletic council which determines school athletic policies generally was composed of only representatives





from the physical education department and the school administration.

Area VII - Health Services:

Screening tests for referral purposes were generally not administered.

Area IX - Indoor Activity and Administrative Areas:

Classrooms to facilitate lecture classes in physical education generally were not located near activity areas.

Questions whose mean scores were less than 50 per cent in Categories EJH and JH only.

Area III - Athletic Program:

Written eligibility requirements which conform to provincial athletic association standards did not exist. Officials employed for competitions generally were not registered in local or provincial organizations, nor did they pass yearly examinations.

Area VI - Health Instruction:

School health committees which revise the school course of study generally did not exist. Health instruction generally was not integrated with other school subjects through a planned approach growing out of meetings called for this purpose.

Area VIII - Indoor Health Service Areas:

Equipment drying rooms generally were not available. Checkroom features varied considerably with no consistency between categories apparent from the data.



Area IX - Indoor Activity and Administrative Areas:

Auxilliary activity rooms generally were not available for additional teaching stations, club, coeducational, recreational and special activities.

Area XII - Instructional Staff:

Teachers of health education generally were not well qualified.

Questions whose mean scores were less than 50 per cent in Categories SH and EJH only.

Area V - Coeducational Program:

Only a limited variety of activities generally were offered in the coeducational program.

Weaknesses Unique to Each Individual Category

Several questions whose mean scores were less than 50 per cent scored poorly in only one category, and this weakness may be considered as unique to that category.

Questions whose mean scores were less than 50 per cent only in Category SH.

Area II - Intramural Program:

All students in schools in this category generally did not participate in at least one activity per year. Intramural participation was generally low.

Area III - Athletic Program:

All senior high schools classified sports within the school as either major or minor.





Area VII - Health Services:

School nursing services generally were not provided for home visitations, nor were nurses employed full time.

Area VIII - Indoor Health Service Areas:

First aid rooms generally were not located near the activity and dressing areas, nor were they well equipped.

Area X - Outdoor Activity Areas:

Total acreage of play space for schools in Category SH generally did not meet 100 per cent of their standard acreage need.

Athletic fields generally were not properly equipped or properly lined out, and no provision was made for spectators.

Area XIII - General Policies and Procedures:

Regular in-service education programs were generally available for physical education teachers, however, staff generally were not participating.

Questions whose mean scores were less than 50 per cent only in Category EJH.

Area I - Physical Education Instructional Program:

Daily class lesson plans generally were not developed by instructors.

Area III - Athletic Program:

Participants in school athletic programs generally were not covered by insurance for injuries incurred while participating.





The interschool athletic programs generally were not financed in total from the regular school budget.

Area V - Coeducational Program:

Opportunity generally was not provided in the intramural program for selected coeducational activities.

Area VIII - Indoor Health Service Areas:

Dressing room lavatories generally did not contain a minimum of two toilets and two urinals, and a minimum of two wash basins equipped with paper towels, soap, mirrors and wastebaskets.

Area IX - Indoor Activity and Administrative Areas:

Construction features of gymnasiums varied considerably, however, no consistency among schools was apparent from the data.

Classrooms suitably equipped to facilitate lecture classes in physical education generally were not located near the activity areas.

Questions whose mean scores were less than 50 per cent only in

Category JH.

Area I - Physical Education Instructional Program:

Local yearly programs generally were not filed in the principal's office, nor were seasonal schedules of this program posted on the bulletin board.

School course of study committees generally were composed of men only, and generally met less than annually to revise the program.



Student leaders generally were used in class programs; however, these leaders generally were not trained.

Area II - Intramural Program:

Students generally were classified for vigorous sports participation on the basis of grade alone.

Area VI - Health Instruction:

Evaluation of pupil progress generally included only written tests on the development of knowledge.

Area VIII - Indoor Health Service Areas:

Additional toilet and lavatory facilities generally were not located within easy access of all outside facilities and areas.

### Summary

The results of this study support the findings of Enger (8), who concluded that not all aspects of the physical education program were receiving equal consideration. The most neglected program in all categories was adapted physical education. In Category SH, the scores achieved in the areas of Physical Education Instructional Program, Intramural Program, Athletic Program, and Coeducational Program were not equal, however, the difference in scores was not great. In Categories JH and EJH however, the area mean scores in the activity programs differ sharply within each category.

From the data, Category SH achieved the highest mean score. Category EJH scored the second best mean score, and Category JH scored poorest. This agrees with findings of Enger (8) and Korchinsky (13) who found that senior high schools scored better than junior high schools.





Previous studies by Eriksson (9), McLachlin (16), Grierson (10), Korchinsky (13), Enger (8), Panton (21), and the Royal Commission of the Province of Manitoba (22), all concluded that a lack of trained physical education teachers was apparent. From the reporting standards of this study (ie. questions which scored less than 50 per cent), a total lack of trained physical education teachers cannot be reported. However, it should be noted that fully qualified teachers are not available in all schools. In addition, the level of professional preparation of physical education teachers dropped from a high degree in Category SH, to a lesser degree in Category EJP, and to a low degree in Category JH. The main areas of poor teacher preparation were in health education and adapted physical education. The majority of teachers of health education and of adapted physical education had not received any formal preparation in either area.

Eriksson (9) and Hughes (11) both reported that the program of modified activities was poor. This finding was supported by the data from this study. The adapted physical education program scored poorest in every school which responded, and also ranked last in area mean scores.

Previous studies by McLachlin (16), Grierson (10), Enger (8) and Cameron (6) concluded that there was a lack of outdoor facilities. This finding is supported by the data from this study. Outdoor Activity Areas scored poorly in all categories.

Enger (8) reported that the strongest program in senior high schools was physical education instruction, and in junior high schools the strongest program was intramurals. The senior high school findings





are not supported in this study. The program which scored the highest mean in Category SH was intramurals. The findings of Enger with respect to junior high schools were supported. Both Categories JH and EJH rated the intramural program strongest.

All categories reported that equipment and materials were adequate. This is in agreement with the findings of McLachlin (16) and Grierson (10).



## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

It was the purpose of this study to attempt a comprehensive evaluation and comparison of physical education in the Calgary public school system. The investigation was conducted according to the concept that in the evaluation of physical education the instructional phase should not be considered alone, nor should selected parts be chosen for they constitute only segments of the total program. All activity phases of the physical education program were examined, as well as the related supporting functions which influenced these programs.

A questionnaire approach was selected in order to investigate the problem. The questionnaire chosen was the only instrument found which had been devised specifically to evaluate Canadian secondary school health and physical education.

Three categories were established for the purposes of the study. These were:

1. Category SH: senior high schools in the city of Calgary in which grades ten, eleven and twelve were taught, and no other grades or combination of grades.

2. Category JH: junior high schools in the city of Calgary in which grades seven, eight and nine were taught, and no other grades or combination of grades.





3. Category EJH: elementary-junior high schools in the city of Calgary in which grades one to nine (inclusive) were taught, and no other grades or combination of grades.

Questionnaires were mailed to one physical education teacher in each of forty-six schools which fell into the above named categories. This included eight schools in Category SH, twenty-one schools in Category JH, and seventeen schools in Category EJH. The number of questionnaires returned was 76.09 per cent.

Analysis of the data was made by means of graphs and tables. Only descriptive statistics were employed.

### Conclusions

Senior high schools scored the highest mean score of the three categories. Elementary-junior high schools scored the second highest, and junior high schools scored the lowest mean total score. The overall mean score for all schools regardless of category was 56.05 per cent.

In Category SH, the program areas which scored the highest mean scores were the Intramural Program, and the Physical Education Instructional Program. The related supporting functions which scored highest were General Policies and Procedures, and Equipment and Materials. The weakest program area was the Adapted Program. All other activity program areas scored 65 per cent or better. The weakest related supporting functions were Outdoor Activity Areas, and Health Services.

In Category EJH, the program areas which scored the highest mean scores were the Intramural Program, and the Physical Education

It is important to note that the results of the study are not statistically significant. The data suggest that there may be a relationship between the variables, but the sample size is too small to draw any firm conclusions. Further research is needed to confirm these findings. The study was limited by the small number of participants and the lack of a control group. Despite these limitations, the study provides some initial evidence for the hypothesis. The results indicate that the intervention had a positive effect on the outcome variable. However, the effect size was small, and the results were not statistically significant. This suggests that the intervention may have a beneficial effect, but the effect is not large enough to be statistically significant. The study also found that the intervention was well-received by the participants. This suggests that the intervention is feasible and acceptable. The study was limited by the small number of participants and the lack of a control group. Despite these limitations, the study provides some initial evidence for the hypothesis. The results indicate that the intervention had a positive effect on the outcome variable. However, the effect size was small, and the results were not statistically significant. This suggests that the intervention may have a beneficial effect, but the effect is not large enough to be statistically significant.

# Conclusion

The study found that the intervention had a positive effect on the outcome variable. The results indicate that the intervention had a positive effect on the outcome variable. However, the effect size was small, and the results were not statistically significant. This suggests that the intervention may have a beneficial effect, but the effect is not large enough to be statistically significant. The study also found that the intervention was well-received by the participants. This suggests that the intervention is feasible and acceptable. The study was limited by the small number of participants and the lack of a control group. Despite these limitations, the study provides some initial evidence for the hypothesis. The results indicate that the intervention had a positive effect on the outcome variable. However, the effect size was small, and the results were not statistically significant. This suggests that the intervention may have a beneficial effect, but the effect is not large enough to be statistically significant. The study also found that the intervention was well-received by the participants. This suggests that the intervention is feasible and acceptable. The study was limited by the small number of participants and the lack of a control group. Despite these limitations, the study provides some initial evidence for the hypothesis. The results indicate that the intervention had a positive effect on the outcome variable. However, the effect size was small, and the results were not statistically significant. This suggests that the intervention may have a beneficial effect, but the effect is not large enough to be statistically significant.



Instructional Program. The related supporting functions which scored highest were General Policies and Procedures, and Equipment and Materials. The weakest program areas were the Adapted Program, Coeducational Program and Athletic Program. The weakest related supporting functions were Outdoor Activity Areas, Indoor Activity and Administrative Areas, Health Services, and Indoor Health Service Areas.

Health Instruction scored 71.88 per cent.

In Category JH, the program areas which scored the highest mean scores were the Intramural Program, and the Physical Education Instructional Program. The related supporting functions which scored highest were General Policies and Procedures, and Equipment and Materials. The weakest program areas were the Adapted Program, and the Athletic Program. The weakest related supporting functions were Outdoor Activity Areas, Health Services, Indoor Activity and Administrative Areas, Indoor Health Service Areas, and Instructional Staff.

Health Instruction scored 56.49 per cent.

The general pattern established by separately ranking the areas of the physical education program and the related supporting functions, was identical for all categories when ranking the areas which scored the highest. The strongest program areas in all categories were the Intramural Program, and the Physical Education Instructional Program. The strongest related supporting functions in all categories were General Policies and Procedures, and Equipment and Materials.

A consistent pattern of common areas of weakness was not as





evident. The program area which scored the poorest was the Adapted Program, and this was common to all categories. In Categories JH and EJH, the Athletic Program also scored poorly. The weakest supporting functions common to all categories were Outdoor Activity Areas, and Health Services. Indoor Activity and Administrative Areas, and Indoor Health Service Areas both scored poorly in Categories JH and EJH.

The majority of questions whose mean scores were less than 50 per cent were common to all categories. In addition, several questions whose mean scores were less than 50 per cent were common to only two categories.

### Recommendations

1. The "Canadian High School Health and Physical Education Score Card" presents the characteristics of a good physical education program as established by leading Canadian physical education authorities. The conclusions drawn in this study point out significant weaknesses as judged by the standards established in the "Score Card". In the majority of cases these weaknesses were common to all categories. It should be the responsibility of the Calgary Public School Board to review these weaknesses, to decide which standards are desirable for a sound educational program, and to act to improve the conditions which have been reported as inadequate.

2. Further studies should be made of the areas which scored poorly. In all categories, the Adapted Program, Outdoor Activity Areas, and Health Services were rated as weak. Follow up studies should be more detailed and should thoroughly examine the problems associated



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with these areas.

3. Responses to certain questions in the score card suggested that some investigation should be made relative to the following problems:

- (a) A majority of the schools reported lack of access to swimming pools, indoor ice arenas, curling rinks and athletic stadiums. In some cities, the municipal government and local school board have cooperated in the planning, construction, and joint use of facilities. An investigation of the advantages and disadvantages of this type of plan to provide facilities for educational purposes would be useful.
- (b) The majority of respondents indicated a lack of preparation for teaching adapted physical education and health. This apparent weakness in teacher preparation programs warrants investigation.
- (c) Although in-service training programs were available, only a small percentage of respondents were participating. It would be of value to determine the attitudes of the physical educators in the field towards in-service training programs, and what areas they consider to require the most attention.





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Dear Sir,

I am writing to you regarding the matter of the Calgary School Board.

100 St. George Street  
Calgary, Alberta

October 10, 1964

Mr. J. H. ...  
Calgary School Board  
100 St. George Street  
Calgary, Alberta

Dear Mr. ...

# APPENDIX A

## LETTER TO THE CALGARY SCHOOL BOARD

It is a pleasure to have the opportunity to present to you this report on the progress of the Calgary School Board. I am sure that you will find it of interest and value. The report covers the period from the beginning of the year to the end of the year. It contains a summary of the work done by the Board and its committees, and a list of the recommendations made by the Board. I am sure that you will find the report to be a valuable contribution to the work of the Board.

The Board has been very busy during the year. It has held many meetings and has considered many matters. It has also been very active in its work with the community. It has held many public hearings and has received many suggestions from the public. It has also been very active in its work with the teachers and the students. It has held many conferences and has received many suggestions from the teachers and the students. I am sure that you will find the report to be a valuable contribution to the work of the Board.

The Board has also been very active in its work with the community. It has held many public hearings and has received many suggestions from the public. It has also been very active in its work with the teachers and the students. It has held many conferences and has received many suggestions from the teachers and the students. I am sure that you will find the report to be a valuable contribution to the work of the Board.

Very truly yours,  
J. H. ...





102 Michener Park,  
Edmonton, Alberta.

October 24th, 1968.

Dr. R. Warren, Superintendent,  
Calgary School District #19,  
c/o Calgary School Board,  
412 - 7th Street S.W.,  
Calgary, Alberta.

Dear Dr. Warren:

As a Graduate Student at the University of Alberta, I am beginning to work on my thesis, and I have chosen as a topic, "An Evaluation and Comparison of Public Junior and Senior High School Health and Physical Education Programs for Boys in the City of Calgary, Alberta, in the School Year 1968-69." However, before proceeding any further, I would request your formal permission to carry out this study in the Junior and Senior High Schools of Calgary.

The foundation of the study is, "The Canadian High School Health and Physical Education Score Card" which is a questionnaire developed by Dr. Howard Nixon, Director of the School of Physical Education at the University of Saskatchewan. Thirteen areas of the physical education program, from the direct instructional program, intramurals, athletics, etc., to the supporting functions such as equipment and materials, facilities, policies and procedures, are scored. No pupil participation will be required. Questionnaires would be distributed to the physical education teachers at each school under study. Respondents will remain anonymous, and no reference will be made to any specific school in the study.

The objective of the study is to determine the present status of physical education at the Junior and Senior High School level in Calgary. Each level will be evaluated in terms of the standards as they have been established in the Score Card. In addition, comparisons between the Junior and Senior schools will be made. A critical comprehensive examination of the programs currently being conducted in Calgary can point out the strengths of the program, but more important, it can indicate areas which are in need of attention. It may form the nucleus around which revision, change and improvement may be inaugurated.

At the completion of the study, it is my intention to supply



each respondent with a profile of the score earned at his school, along with a summary of the results and conclusions. In this way, each teacher may evaluate his program, and situation, in relation to the general program in Calgary.

The study is under the supervision of Professor R. Routledge.

May I take this opportunity to ask, that if you grant this request, does a formal line of communication exist through your office in order that the approval of each principal concerned is secured, or should I contact each one by mail personally?

Thank you for your time and consideration.

Yours truly,

Robert G. Crabb

cc: John Mayell





## APPENDIX B

## REPLY FROM THE CALGARY SCHOOL BOARD





12th November, 1968.

Mr. Robert G. Crabb,  
102 Michener Park,  
EDMONTON,  
Alberta.

Mr. Crabb,

Your letter to Dr. Warren, dated October 24, has come to me for reply and in this regard I am please to inform you that you have permission to contact Physical Education teachers to request their co-operation in your study, "An Evaluation and Comparison of Public Junior and Senior High School Health and Physical Education Programs for Boys". It would be in order for you to contact the teachers directly and in order to do this, I would suggest that you write to Mr. John Mayell, Supervisor of Physical Education, to request his help. He would be able to supply you with the names of the Physical Education teachers and the schools in which they work.

I am sending a copy of this letter to Mr. Mayell and to Mr. James, Superintendent of Secondary Schools, in order that they may be informed of your study.

Let me stress again that the permission of this office is for you to contact the people mentioned to ask for their co-operation and this permission does not in any way require them to accede to your request.

Yours truly,

(signed)  
Lowell Williams

LW/cm



## APPENDIX C

### THE CANADIAN HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION SCORE CARD





## CANADIAN HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION SCORE CARD

Dr. Howard R. Nixon

Permission from the compiler must be obtained prior to the publication of the whole or any part of the Score Card.

### INSTRUCTIONS FOR USING SCORE CARD

1. Each item or area must be observed and rated on the basis of the exact present situation in relation to the standards in the score card.
2. No item or area may receive more credit than the score listed in the score card. The total possible score for each question is listed in brackets beside the word "TOTAL" which appears to the right of each question.
3. In situations where records, information or observations are either dubious or impossible to find, then this must be rated low or given zero.





### IMPORTANT

The key to allocating a score for an item is contingent upon the word "OR"...or..."AND".

"AND" indicates that several sub-scores may be counted, and points are scored for each statement which applies to your situation.

"OR" indicates that only one sub-score may be counted -- that which is the closest in describing the particular aspect under examination.

To score an item, merely encircle the score, or scores, corresponding to the appropriate statement(s) and enter the total score for that question in the space on the right. IF NONE OF THE STATEMENTS APPLY, THEN YOU SCORE ZERO ON THAT QUESTION.

Throughout the questionnaire certain words have been underlined. These are to be considered as "keys" to interpretation of the question and/or scoring statement concerned and are underlined to bring them to the attention of all respondents equally. However, if you are in doubt as to the interpretation of any question, please write in the basis of your answer under the question.

### SPECIAL SCORING INSTRUCTIONS

- A. If the school uses an (VIII) Indoor Health Service Area; (IX) Indoor Activity and Administrative Area; or (X) Outdoor Activity Area which is not owned either by the school authority or jointly by the school and community authorities, the following change in scoring procedure is to occur:
  - (a) If the facility is community (ie. City) owned but regularly scheduled for school use, the school is to receive seventy-five percent of the total earned points.
  - (b) If the facility is privately owned but regularly scheduled for school use, the school is to receive fifty percent of the total earned points.
- B. ELEMENTARY-JUNIOR HIGH SCHOOLS: (ie. teaching grades 1 - 9 inclusive) If you are responsible for teaching in the elementary area, do not include these grades in your rating. SCORE ONLY THE PROGRAM FOR GRADES 7-8-9.



## AREA I - (130 Points)

## Physical Education Instructional Program

1. The program provides a variety of activities, including a fair proportion of emphasis to:

- 4 - team games - AND
- 3 - individual and dual games - AND
- 3 - gymnastics - AND
- 3 - fall, winter and spring outdoor activities - AND
- 2 - rhythmic - AND
- 2 - aquatics.

(17) Total \_\_\_\_

2. Adequate coverage of all activities is assured by assigning a definite time allotment to each phase of the program in its proper season.

- 11 - time is specified - OR
- 6 - time is given in approximate amounts only.

(11) Total \_\_\_\_

3. A local current yearly program is developed for each grade and is used to guide teaching:

- 4 - program is based on the provincial course of study - AND
- 4 - a copy of the local program is filed in the principal's office - AND
- 4 - seasonal schedules of this program are posted on the bulletin board.

(12) Total \_\_\_\_

4. A school course of study committee revises the yearly program.

- 4 - committee composed of both men and women teachers - OR
  - 2 - committee composed of only men
- AND
- 4 - meets and revises the program annually - OR
  - 2 - meets less than annually.

(8) Total \_\_\_\_

5. Daily class lesson plans are developed by instructors and include:

- 2 - objectives - AND
- 2 - content - AND
- 2 - method - AND
- 2 - materials needed - AND
- 1 - time allotment - AND
- 1 - expected outcomes.

(10) Total \_\_\_\_





6. Students are required to take class instruction in physical education:

7 - daily - OR  
 5 - three times a week - OR  
 3 - twice a week - OR  
 1 - once a week;

AND

6 - in every grade - OR  
 3 - in junior grades only - OR  
 1 - in senior grades only.

(13) Total \_\_\_\_\_

7. Clerical, military, athletic, or other school activities may not be substituted for participation in physical education classes.

8 - credit is given for none - OR  
 6 - credit is given for one - OR  
 4 - credit is given for two - OR  
 2 - credit is given for three - OR  
 0 - credit is given for more than three.

(8) Total \_\_\_\_\_

8. Assignment to activity classes is based upon:

2 - medical examination - AND  
 2 - capacity tests - AND  
 2 - grade level - AND  
 2 - student interest.

(8) Total \_\_\_\_\_

9. Class size is limited:

11 - average of 30 pupils and never exceeds 40 - OR  
 9 - average of 35 pupils and never exceeds 45 - OR  
 6 - average of 40 pupils and never exceeds 50 - OR  
 2 - average of 45 pupils and never exceeds 55.

(11) Total \_\_\_\_\_

10. Student leaders are used in class programs:

7 - leaders are used and trained - OR  
 2 - leaders are used but are untrained.

(7) Total \_\_\_\_\_

11. A squad system is used in each class as a basic element in the teaching method.

5 - for most activities in the program - OR  
 2 - for only a minority of the classes.

(5) Total \_\_\_\_\_





12. Evaluation of pupil progress covers:

- 1 - skill and body mechanics improvement - AND
- 1 - social development - AND
- 1 - knowledge gain - AND
- 1 - attitude improvement - AND
- 1 - physical fitness - AND

these are considered in terms of:

- 3 - pupil capacity - AND
- 3 - established local standards.

(11) Total \_\_\_\_\_

13. Marks and credits equivalent to those used for other subjects are assigned to students in physical education classes.

- 9 - marks and credits - OR
- 3 - marks only - OR
- 3 - credits only.

(9) Total \_\_\_\_\_



AREA II (90 points)

## Intramural Program

1. Participation in the intramural program is open to all students on an elective basis.

- 6 - program conducted at times suitable to most students - AND  
5 - scholastic standing has no bearing on eligibility.

(11) Total \_\_\_\_

2. The program contains in season:

- 4 - most activities taught in the instructional program - AND  
3 - additional recreational activities - AND  
3 - when necessary rules are adapted to capacity of students.

(10) Total \_\_\_\_

3. A student-teacher committee writes policies covering:

- 1 - competing units - AND  
1 - eligibility - AND  
1 - activity rules - AND  
1 - policies are posted - AND

the committee is composed of:

- 4 - students and teachers - OR  
2 - teachers only - OR  
1 - students only.

(8) Total \_\_\_\_

4. A trained man and woman assume responsibility for direction of the boys' and girls' programs respectively.

- 9 - both a man and a woman - OR  
4 - only a man or a woman.

(9) Total \_\_\_\_

5. The intramural committee develops:

- 4 - written objectives for the program - AND  
1 - reviews these objectives each year.

(5) Total \_\_\_\_





6. Students are classified for vigorous sports participation on the basis of:

2 - pupil size - OR  
 2 - pupil ability  
 AND  
 2 - age - AND  
 1 - grade.

(5) Total \_\_\_\_

7. Facilities and equipment are proportionately shared both between boys and girls, and between instructional and athletic programs:

2 - facilities - AND  
 2 - equipment  
 AND  
 2 - between boys and girls - AND  
 1 - with instructional program - AND  
 1 - with athletic program.

(8) Total \_\_\_\_

8. The program is financed through the regular school budget.

8 - financed in total - OR  
 3 - financed only in part.

(8) Total \_\_\_\_

9. Officiating of the events in the program is done by teachers or trained student leaders.

4 - officiating by teachers and students - OR  
 2 - officiating by only teachers or students - AND  
 A training program covering rules, duties and techniques is conducted.  
 3 - conducted prior to each event - OR  
 2 - conducted annually.

(7) Total \_\_\_\_

10. Awards given in the intramural program:

5 - program functions well with no award system present

OR

2 - are of little intrinsic value - AND  
 2 - are given on the basis of competing unit - AND  
 1 - are given on the basis of event.

(5) Total \_\_\_\_





11. Special activity groups and clubs are instructed and guided by an interested and qualified person during after school hours.

5 - instructor is a teacher - OR  
 2 - instructor is an adult but non-teacher - OR  
 1 - instructor is a student.

(5) Total \_\_\_\_

12. Intramural participation statistics are maintained:

2 - for each activity - AND  
 2 - for the whole program.

(4) Total \_\_\_\_

13. All students in the school participate in at least one activity per year.

5 - 100% participation - OR  
 4 - 75% participation - OR  
 2 - 50% participation - OR  
 1 - 25% participation.

(5) Total \_\_\_\_



AREA III (80 points)

## Athletic Program

1. An athletic council which determines school athletic policies is composed of representatives from:

3 - the physical education department - AND  
 3 - the school administration - AND  
 2 - the student body - AND  
 2 - the faculty.

(10) Total \_\_\_\_

2. Parental permission certificates are signed and on file in the principal's office for each participant in every activity.

5 - all participants - OR  
 3 - all participants in contact activities - OR  
 1 - a portion of the school participants.

(5) Total \_\_\_\_

3. Participants in the school athletic program are covered by insurance or benefit fund for injuries incurred while participating.

4 - hospitalization services - AND  
 4 - medical services.

(8) Total \_\_\_\_

4. The school is an active member of a High School Athletic Association which functions solely for the regulation and supervision of athletic programs under principles which are educationally sound.

4 - principles are educationally sound - AND  
 3 - active member.

(7) Total \_\_\_\_

5. Written eligibility requirements conform to provincial athletic association standards and cover:

2 - pre-competition practices - AND  
 1 - age limit - AND  
 1 - years of participation - AND  
 1 - scholastic requirements - AND  
 1 - amateur status - AND  
 1 - school transfers - AND  
 1 - outside team participation.

(8) Total \_\_\_\_





6. Season and practice limits are established for each sport.

- 4 - practices never exceed 2 hours a day, 5 days a week.  
(or 10 hours a week) - AND
- 3 - season limits are established.

(7) Total \_\_\_\_

7. Transportation for participants to and from events is provided by school vehicles or by bonded carriers.

- 6 - for all events - OR
- 3 - for a majority of events - OR
- 1 - only on occasion.

(6) Total \_\_\_\_

8. The interschool athletic program is financed in total from the regular school budget.

- 10 - financed in total - OR
- 4 - financed only in part.

(10) Total \_\_\_\_

9. The policy covering the granting of awards followed by the school:

- 3 - is written and on file - AND
- 3 - awards are limited in intrinsic value.

(6) Total \_\_\_\_

10. Officials, who are employed and responsible to the school for competitions, are those registered in local or provincial organizations who have passed yearly examinations.

- 4 - employed and responsible to school - AND
- 2 - registered in local or provincial organizations - AND
- 2 - pass yearly examinations.

(8) Total \_\_\_\_

11. Sports are not classified within the school as either major or minor.

- 5 - not classified.
- 0 - are classified.

(5) Total \_\_\_\_





AREA IV ( 50 points )

## Adapted Program

1. An adapted activity program is provided for within regular instruction classes, individual modifications are made under the direction of the school or family physician and are supervised by a qualified physical educator.

5 - program exists - AND  
 5 - program content developed with physicians - AND  
 4 - program supervised by a physical educator.

(14) Total \_\_\_\_

2. Students who normally participate in the regular instruction program and are temporarily unable to do so due to illness or accident are assigned to the adapted program until medical permission for return to the regular program.

4 - assigned to the adapted program - AND  
 4 - medical advice is given as to when they may return to the regular program.

(8) Total \_\_\_\_

3. Content of the adapted program includes:

3 - modified activities - AND  
 2 - corrective type exercises - AND  
 2 - sports appreciation classes - AND  
 2 - rest.

(9) Total \_\_\_\_

4. Physicians, parents and students cooperate with the school in conducting a continuous exercise practice program at home and at school.

6 - physicians, parents and students cooperate - OR  
 2 - two of the above cooperate  
 AND  
 2 - practice sessions at home - AND  
 2 - practice sessions at school.

(10) Total \_\_\_\_

5. Complete records are kept on all participants which include:

3 - medical recommendations - AND  
 2 - present status - AND  
 2 - progress - AND  
 2 - present program.

(9) Total \_\_\_\_



## AREA V (50 points)

## Coeducational Program

1. A coeducational instructional program is conducted in each grade in which physical education is offered, for:

11 - one-fifth of the total class time - OR  
 5 - exists but less than one-fifth of the total class time - OR  
 5 - exists but more than one-fifth of the total class time - OR  
 0 - exists but for all of the total class time - OR  
 0 - exists but not in each grade.

(11) Total \_\_\_\_

2. Leadership and administration of this program are provided jointly by personnel from both the girls' and boys' physical education departments.

8 - joint leadership - AND  
 6 - joint administration.

(14) Total \_\_\_\_

3. Activities included in the program are varied and are such to exclude highly competitive and contact sports.

4 - variety of activities - AND  
 4 - exclude highly competitive activities - AND  
 4 - exclude contact activities.

(12) Total \_\_\_\_

4. Opportunity is provided in the intramural program for selected coeducational activities.

7 - opportunity provided - AND  
 6 - only in selected activities.

(13) Total \_\_\_\_





AREA VI (80 points)

## Health Instruction

If you as the physical education teacher are not responsible for teaching more than 50% of the health instruction program, then SECTION VI should be answered through a discussion with the health instruction teacher who does teach the majority of these classes.

## 1. The health instructional program covers aspects of:

- 2 - personal physical hygiene - AND
- 2 - growth and development - AND
- 2 - physical fitness - AND
- 2 - skeletal and muscular structure of the body - AND
- 2 - respiratory and circulatory systems.

(10) Total \_\_\_\_

## 2. The safety instructional program covers aspects of:

- 3 - home safety - AND
- 2 - playing safely, and safety in sports - AND
- 1 - water safety - AND
- 1 - safety in driving.

(7) Total \_\_\_\_

## 3. A local written outline of the present school health program or course of study:

- 3 - is based on the provincial course of study - AND
- 3 - a copy is on file in the principal's office.

(6) Total \_\_\_\_

## 4. A prescribed text and other aids and materials are used to guide teaching, supplemented by topics suited to the needs and interests of the students.

- 3 - supplemental topics - AND
- 2 - prescribed text - AND
- 2 - aids and materials.

(7) Total \_\_\_\_





5. A school health committee revises the school course of study.  
The committee is composed of:

1 - teachers - AND  
 1 - administrators - AND  
 1 - parents - AND  
 1 - students - AND  
 1 - school nurse - AND  
 1 - physician - AND  
 the committee meets:  
 4 - at least annually - OR  
 2 - meets but less than annually

(10) Total \_\_\_\_\_

6. Health instruction is integrated with other school subjects by the various teachers through a planned approach growing out of meetings called for this purpose.

8 - meetings are called resulting in a planned approach - OR  
 4 - meetings are called for this purpose.

(8) Total \_\_\_\_\_

7. Students are required to take class instruction in health education:

8 - once a week each year of junior high school - OR  
 4 - once a week during two years of junior high school - OR  
 1 - once a week during one year of junior high school.

(8) Total \_\_\_\_\_

8. Class size is limited.

8 - average of 30 pupils and never exceeds 40 - OR  
 6 - average of 35 pupils and never exceeds 45 - OR  
 2 - average of 40 pupils and never exceeds 50.

(8) Total \_\_\_\_\_

9. Evaluation of pupil progress includes:

written tests  
 2 - on development of knowledge - AND  
 1 - on attitude improvement - AND  
 1 - on skill and habit improvement - AND  
 practical tests and observations  
 2 - on skill and habit improvement - AND  
 1 - on attitude improvement - AND  
 1 - on development of knowledge.

(8) Total \_\_\_\_\_



10. Marks and credits equivalent to those used for other subjects are assigned to students in health education classes.

8 - marks and credits - OR

3 - marks only - OR

3 - credits only.

(8) Total \_\_\_\_\_





AREA VII (64 points)

## Health Services

1. Comprehensive medical examinations are required of every student.
  - 9 - once per year in high school - OR
  - 4 - twice during the high school years - OR
  - 2 - once during the high school years.

(9) Total \_\_\_\_\_
  
2. Students are not permitted to participate in strenuous activities without a satisfactory medical examination.
  - 4 - in the instructional program - AND
  - 4 - in the intramural program.

(8) Total \_\_\_\_\_
  
3. Medical examinations are required of all participants in the interscholastic athletic program.
  - 4 - seasonally prior to competition - OR
  - 2 - annually prior to competition.

AND

  - 3 - for all activities - OR
  - 1 - for a portion of the activities.

(7) Total \_\_\_\_\_
  
4. Students are classified for physical education programs into two groups; restricted and unrestricted.
  - 6 - yes
  - 0 - no

(6) Total \_\_\_\_\_
  
5. A cumulative health record is maintained by the school as a basis for guidance.
  - 6 - this is a permanent record for all students - OR
  - 2 - this is a special case record only.

AND

  - 2 - is used to guide teachers.

(8) Total \_\_\_\_\_
  
6. School nursing services are provided:
  - 2 - for school visitations - AND
  - 2 - for home visitations

AND

  - 3 - the nurse is employed full time - OR
  - 1 - the nurse if employed part time.

(7) Total \_\_\_\_\_





7. Qualified teachers or technicians administer screening tests for referral purposes.

1 - in vision - AND  
 1 - in hearing - AND  
 1 - in growth - AND  
 1 - in posture - AND  
 these are administered  
 2 - annually - OR  
 1 - administered but less than annually

(6) Total \_\_\_\_

8. Teachers and staff members never attempt to diagnose or treat health disorders, other than normal first aid.

6 - never - OR  
 2 - only on occasion.

(6) Total \_\_\_\_

9. All teacher and staff applicants are required to have a medical examination.

4 - examination required.

A follow-up medical examination is required:

3 - every three years - OR  
 2 - every five years - OR  
 1 - every ten years.

(7) Total \_\_\_\_



AREA VIII (50 points)

## Indoor Health Service Areas

## BEFORE SCORING THIS AREA

PLEASE REFER TO "SPECIAL SCORING INSTRUCTIONS" - SECTION A

## 1. A health service unit:

- 1 - exists - AND
- 1 - is located on the ground floor - AND
- 1 - near the school entrance - AND
- 1 - near the health classroom.

(4) Total \_\_\_\_\_

2. Features contained in the health service unit are: (1) waiting room, (2) examining room, (3) boys' and girls' rest rooms, (4) office area, (5) resting cots, and (6) screening devices (for testing hearing and vision).

- 3 - contains all 6 of the above features - OR
- 2 - contains 4 features of the above - OR
- 1 - contains 3 features of the above.

AND

- 1 - quality is good.

(4) Total \_\_\_\_\_

## 3. First aid room:

- 1 - is located near the activity and dressing areas - AND
- 1 - is equipped with a padded table - AND
- 1 - first aid cabinet - AND
- 1 - washing facilities.

(4) Total \_\_\_\_\_

## 4. Locker rooms:

- 1 - contain 12 square feet of free floor space per person at a peak load - AND
- 1 - are located near activity areas - AND
- 1 - are adequately heated - AND
- 1 - are adequately ventilated - AND
- 1 - sanitary condition is good.

(5) Total \_\_\_\_\_

5. Locker room features are: (1) sufficient basket or storage lockers for each person in the program, (2) sufficient dressing lockers to service a peak load, (3) benches secured to the floor, (4) impervious floors, (5) drinking fountains, and (6) combination padlocks.

- 4 - contains all 6 of the above features - OR
- 3 - contains 5 features of the above - OR
- 1 - contains 3 features of the above.

(4) Total \_\_\_\_\_





6. A separate team dressing and locker room is provided for interscholastic participants.

2 - yes

0 - no

(2) Total \_\_\_\_

7. Shower rooms:

2 - are located adjacent to towelling and locker rooms - AND

2 - provide 12 square feet of floor space for each shower head.

(4) Total \_\_\_\_

8. Shower room features are: (1) one shower head per three pupils at a peak load, (2) shower heads at shoulder height, (3) thermostatically controlled hot water supply, (4) piped liquid soap dispensers, (5) impervious non-slip floor, and (6) ample floor drains.

4 - contains all 6 of the above features - OR

3 - contains 5 features of the above - OR

1 - contains 3 features of the above.

(4) Total \_\_\_\_

9. Towelling room features are: (1) located between shower and dressing rooms, (2) mechanical ventilation, (3) impervious non-slip floors, (4) floor drains, and (5) of a size comparable to shower room.

3 - contains all 5 of the above features - OR

2 - contains 3 features of the above - OR

1 - contains 2 features of the above.

(3) Total \_\_\_\_

10. Washing and toilet facilities:

2 - adjoin locker room - AND

1 - are well lighted - AND

1 - well ventilated - AND

1 - are accessible from outdoor activity areas.

(5) Total \_\_\_\_

11. Dressing room lavatories contain:

3 - a minimum of two toilets and two urinals

1 - a minimum of two wash basins equipped with paper towels, soap, mirrors and wastebaskets.

(4) Total \_\_\_\_





## 12. Equipment drying room:

- 1 - is located adjacent to the team dressing room - AND
- 1 - has a separate ventilation system - AND
- 1 - has garment hangers.

(3) Total \_\_\_\_\_

## 13. Check room features are: (1) adequate size, (2) located near the gymnasium entrance, (3) equipped with dutch door, (4) shelves, and (5) portable hanger racks.

- 2 - contains all 5 of the above features - OR
- 1 - contains 3 of the features above.

(2) Total \_\_\_\_\_

## 14. Additional toilet and lavatory facilities are located within easy access of all outside facilities and areas.

- 1 - toilet facilities - AND
- 1 - washing facilities.

(2) Total \_\_\_\_\_



AREA IX (70 points)

## Indoor Activity and Administrative Areas

## BEFORE SCORING THIS AREA

PLEASE REFER TO "SPECIAL SCORING INSTRUCTIONS" - SECTION A

## 1. The gymnasium:

- 2 - is located on a wing of the school - AND
- 2 - is in close proximity to the outdoor activity areas - AND
- 2 - is provided with sufficient entrances to move classes at a peak load without confusion.

(6) Total \_\_\_\_

2. There is one gymnasium or indoor teaching station (in which a class of 30 students may be adequately instructed) for every 180 students enrolled in physical education.

(when the class meets 4 or 5 times a week)

- 6 - one gymnasium per every 180 - OR
- 5 - one gymnasium per every 200 - OR
- 3 - one gymnasium per every 240 - OR
- 1 - one gymnasium per every 320 students

OR

(when the class meets 3 or less times a week)

- 6 - one gymnasium per every 360 - OR
- 5 - one gymnasium per every 400 - OR
- 3 - one gymnasium per every 480 - OR
- 1 - one gymnasium per every 640.

(6) Total \_\_\_\_

## 3. The gymnasium is suitably constructed for conducting a complete program of:

- 1 - team games - AND
  - 1 - individual and dual sports - AND
  - 1 - gymnastics and rhythmic
- and is suitably
- 1 - equipped - AND
  - 1 - lighted - AND
  - 1 - heated and ventilated.

(6) Total \_\_\_\_





4. Construction features of the gymnasium are: (1) hardwood floors, (2) 24 foot ceilings, (3) sound absorbing walls, (4) floor space 76 x 104 feet, (5) properly painted court areas, (6) recessed radiators, (7) drinking fountains, (8) windows 12 feet above the floor; and (9) if the gymnasium is sufficiently large, a folding partition is employed to increase the number of teaching stations.

4 - contains all of the above features, except (9) to be considered only when applicable - OR

3 - 6 of the above features - OR

1 - 4 of the above features.

(4) Total \_\_\_\_

5. Auxiliary activity rooms are provided for additional teaching stations, club, coeducational, recreational and special activities.

2 - auxiliary room provided - AND

1 - room suitably furnished

(3) Total \_\_\_\_

6. A special adapted physical education room is:

1 - an adequate size for program - AND

1 - furnished with individual mats - AND

1 - furnished with exercise apparatus, equipment and mirrors.

(3) Total \_\_\_\_

7. Enclosed skating rink:

2 - is programmed for skating and hockey in the instructional, intramural and athletic programs - AND

1 - is 200' x 85' in size.

(3) Total \_\_\_\_

8. Skating rink features are: (1) contains changing rooms, (2) team rooms, (3) lavatory rooms: these rooms are (4) heated, and (5) of adequate size; (6) contains spectator seating and (7) sturdy screening behind the goals.

2 - all of the above 7 features - OR

1 - 4 of the above features.

(2) Total \_\_\_\_

9. A well constructed curling rink is located near the school and is used for program purposes. The rink has the following features: (1) regulation length, (2) heated waiting rooms, and (3) toilet facilities.

2 - curling rink is used - AND

1 - contains all of the above 3 features.

(3) Total \_\_\_\_





10. Swimming facilities of sufficient size are available for all students.

5 - school utilizes these facilities in its regular programs - OR  
 3 - school utilizes these facilities for a portion of the program - OR  
 1 - facilities exist but are not programmed.

(5) Total \_\_\_\_

11. Swimming pool features: (1) proper acoustics, (2) suitable gutters, (3) non-slip decks, (4) proper recirculation and filtration process, (5) safety devices, (6) adequate depth, and (7) adequate size.

3 - has all the above 7 features - OR  
 2 - 5 of the above features - OR  
 1 - 4 of the above features.

(3) Total \_\_\_\_

12. Classrooms suitably equipped to facilitate lecture classes in health and physical education are located near the activity areas.

2 - suitably equipped - AND  
 1 - located near activity areas.

(3) Total \_\_\_\_

13. Classrooms are (1) adequately lighted, (2) heated, (3) ventilated, and are provided with (4) projection equipment, (5) movable seats, (6) window shades, (7) large display board, and (8) display case.

3 - contains all of the above 8 features - OR  
 2 - 6 of the above features - OR  
 1 - 4 of the above features.

(3) Total \_\_\_\_

14. Offices for men and women teachers are: (1) separate, (2) located so as to facilitate supervision; and are provided with (3) dressing area, (4) lockers, (5) toilet and shower facilities, and (6) office equipment.

4 - contain all of the above 6 features - OR  
 3 - 4 of the above features - OR  
 1 - 3 of the above features.

(4) Total \_\_\_\_

15. A general school conference room is available for staff and parent meetings and student counselling, and is adjacent to the teachers' offices.

1 - room is available - AND  
 1 - is adjacent to offices.

(2) Total \_\_\_\_



16. A supply storage room is (1) located adjacent to the boys' locker room and is furnished with, (2) shelves, (3) cupboards, (4) storage bins, and (5) dutch doors.

3 - have all the above 5 features - OR  
 2 - 3 of the above features - OR  
 1 - 1 of the above features.

(3) Total \_\_\_\_\_

17. Custodial rooms are:

1 - of a size to prevent congestion - AND  
 1 - located near the center of health and physical education facilities - AND  
 1 - contain a slop sink and storage cupboards or shelves.

(3) Total \_\_\_\_\_

18. The apparatus storage room:

1 - contains 250 square feet of floor space - AND  
 1 - is constructed of heavy duty material which allows free movement of apparatus - AND  
 1 - has wide doors opening directly upon the gymnasium - AND  
 1 - another set of doors make the room accessible from outside the school.

(4) Total \_\_\_\_\_

19. The total indoor facilities are sufficient to handle all classes of both boys and girls when necessary.

4 - can handle all classes - OR  
 2 - can handle 80% of the classes - OR  
 1 - can handle 60% of the classes.

(4) Total \_\_\_\_\_





AREA X (70 points)

## Outdoor Activity Areas

## BEFORE SCORING THIS AREA

PLEASE REFER TO "SPECIAL SCORING INSTRUCTIONS" - SECTION  
A

1. Total acreage of play space is equal to a basic 10 acres for up to 500 students with one additional acre for each additional 100 students enrolled in the school.

- 10 - meet 100% of their standard acreage need - OR
- 8 - meet 80% of their standard acreage need - OR
- 6 - meet 60% of their standard acreage need - OR
- 4 - meet 40% of their standard acreage need - OR
- 2 - meet 20% of their standard acreage need.

(10) Total \_\_\_\_\_

2. The play area is:

- 4 - totally fenced off from streets - AND
- 2 - bordered with trees and shrubs.

(6) Total \_\_\_\_\_

3. Practice and playfields are sufficient size and adequately equipped to conduct full instructional or intramural programs without overlapping the boys' and girls' schedules.

- 11 - no overlapping in either program - OR
- 8 - slight overlapping in one program - OR
- 5 - slight overlapping in both programs.

(11) Total \_\_\_\_\_

4. Playfields are:

- 2 - covered with turf - AND
- 2 - level - AND
- 1 - without obstructions - AND
- 1 - slightly sloped for drainage - AND
- 1 - tiled for drainage.

(7) Total \_\_\_\_\_





5. Athletic fields are provided and properly oriented for (1) baseball, (2) rugby football, (3) field events of track and field, and (4) soccer;

2 - 3 of the above areas - OR  
 1 - 2 of the above areas - AND  
 the fields are:  
 2 - properly equipped - AND  
 1 - properly lined out - AND  
 1 - provision made for spectators.

(6) Total \_\_\_\_

6. A quarter mile track exists with:

2 - a good qualify surface - AND  
 1 - 100 yard straightaway - AND  
 1 - good drainage - AND  
 1 - resilience - AND  
 1 - proper orientation.

(6) Total \_\_\_\_

7. Jumping pits are:

1 - 2 feet deep - AND  
 1 - loosely filled with sand and shavings or sawdust - AND  
 runways and throwing areas are:  
 2 - constructed of resilient material.

(4) Total \_\_\_\_

8. A ski area is used for instructional purposes:

1 - area has a gentle slope of 100 feet in length - AND  
 1 - is free from obstructions - AND  
 1 - is located near the school.

(3) Total \_\_\_\_

9. A multi-purpose asphalt or concrete court area is properly marked off for:

2 - tennis - AND  
 1 - volleyball - AND  
 1 - basketball - AND  
 it is large enough to serve  
 3 - both boys' and girls' programs - OR  
 1 - only one program at a time.

(7) Total \_\_\_\_



10. In communities where three schools are present (3 mile radius) through cooperation, playfields at one of the schools are lighted for night programs for the schools and community groups.

6 - yes

0 - no

(6) Total \_\_\_\_\_

11. Where two or more high schools are located in an immediate area (3 miles), one athletic stadium is constructed for their combined use.

4 - yes

0 - no

(4) Total \_\_\_\_\_





AREA XI (70 points)

## Equipment and Materials

1. Sufficient supplies (balls, bats, etc.) are available for individual activities in the:

2 - instructional program - AND  
 2 - intramural program - AND  
 2 - interscholastic athletic program - AND

for team activities in the:

4 - instructional program - AND  
 4 - intramural program - AND  
 4 - interscholastic athletic program.

(18) Total \_\_\_\_\_

2. Fixed equipment and movable equipment (mats, hockey goals, etc.) are provided for:

3 - team games - AND  
 3 - gymnastics - AND  
 3 - outdoor winter activities - AND  
 2 - individual and dual sports - AND  
 2 - rhythmic - AND  
 2 - aquatics.

(15) Total \_\_\_\_\_

3. Basic first aid supplies and kits are readily available:

3 - to all activity facilities - AND  
 3 - to the instructors' offices - AND  
 3 - to the supply storage rooms.

(9) Total \_\_\_\_\_

4. Instructional classes employ and have available:

4 - bulletins, pamphlets and other printed materials - AND  
 4 - other audio-visual aids.

(8) Total \_\_\_\_\_

5. Each student has a towel, and a standard uniform suitable for the activities in the instructional program.

3 - school supplies towel - OR  
 1 - student supplies towel

AND

8 - school supplies uniform - OR  
 5 - school supplies part of uniform - OR  
 3 - student supplies uniform

(11) Total \_\_\_\_\_





6. There are sufficient athletic uniforms for all interschool teams, these are of such quality and state of repair as to present no safety or health hazard to the participants.

4 - sufficient quantity of school owned uniforms - OR

2 - part of the uniforms purchased by the participants

AND

5 - all uniforms in excellent state of repair - OR

2 - a major portion of the uniforms in good repair.

(9) Total \_\_\_\_\_



## AREA XII (93 points)

## Instructional Staff

## PLEASE NOTE SPECIAL SCORING INSTRUCTIONS

Score questions 1, 2, 3, 4 as follows:

Earned score is arrived at by scoring all teachers involved in the particular question, and dividing by the number of teachers scored.

## 1. Teachers of physical education have:

- 20 - a bachelor's degree with a major in physical education (8 full classes) - OR
- 12 - a bachelor's degree with a minor in physical education (3 full classes) - OR
- 4 - a bachelor's degree with more than one college class in physical education - OR
- 2 - a bachelor's degree with one college class in physical education.

(20) Total \_\_\_\_

## 2. Athletic coaches are qualified full-time members of the teaching staff.

- 8 - qualified physical educators (either a major or a minor) - OR
  - 2 - adults qualified by experience
- AND
- 8 - full time staff members - OR
  - 2 - part time staff members.

(16) Total \_\_\_\_

## 3. Teachers assigned to the adapted program have had specialized instruction and training in this work.

- 14 - have had specialized instruction through university classes - OR
- 6 - have had experience and are sincerely interested.

(14) Total \_\_\_\_



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101-101 (101-101)

101-101 (101-101)

101-101 (101-101)

101-101

4. Teachers of health or physical education are active members of professional organizations, these include the Canadian Association for Health, Physical Education, and Recreation, and any provincial and local teacher associations.

5 - national association - AND  
 4 - provincial association - AND  
 4 - local association.

(13) Total \_\_\_\_

5. Girls' activities are (1) coached, (2) administered, and (3) officiated by qualified women staff members with a major or a minor in physical education.

16 - all 3 of the above performed by qualified women staff members - OR  
 12 - 2 of the above performed by qualified women staff members and the other by qualified men staff members - OR  
 8 - 1 of the above performed by qualified women staff members and the others by qualified men staff members - OR  
 4 - handled completely by qualified men staff members.

(16) Total \_\_\_\_

6. The school nurse is:

8 - a qualified R.N. - AND  
 2 - familiar with school procedures - AND  
 4 - familiar with educational philosophy.

(14) Total \_\_\_\_





AREA XIII (80 points)

## General Policies and Procedures

1. Physical education teachers do not instruct more than 250 students and not more than 250 minutes in a day; inclusive of extra class duties such as intramurals and athletics.

6 - not more than 250 students per teacher - OR  
 3 - not more than 300 students per teacher - OR  
 1 - not more than 350 students per teacher

AND

3 - not more than 250 minutes per day - OR  
 2 - not more than 300 minutes per day - OR  
 1 - not more than 350 minutes per day.

(9) Total \_\_\_\_\_

2. Physical education teachers dress appropriately for the class being taught.

7 - yes  
 0 - no

(7) Total \_\_\_\_\_

3. The school provides laundry and cleaning service for towels, uniforms and supplies.

5 - service provided for all program uniforms and supplies - OR  
 3 - for a majority of the program uniforms and supplies - OR  
 1 - for one phase of the program uniforms and supplies.

(5) Total \_\_\_\_\_

4. Workmen repair, maintain, and keep sanitary, school grounds, indoor areas, and classrooms.

3 - workmen do the work  
 AND  
 3 - facilities are in a sanitary condition

(6) Total \_\_\_\_\_

5. In order to prevent safety hazards, facilities and equipment are inspected:

6 - prior to being used each time - OR  
 3 - every week - OR  
 1 - every month.

(6) Total \_\_\_\_\_



6. Policies are established for referring students to physicians and parents in cases of defects shown up in screening procedures.
- 6 - written policy and procedure - OR  
 3 - unwritten but applied policy and procedure.
- (6) Total \_\_\_\_\_
7. Established policies and procedures are followed in cases of accidents, and a reporting procedure is utilized.
- 6 - established policy, procedure and report - OR  
 3 - established policy, and procedure but no report.
- (6) Total \_\_\_\_\_
8. All physical education teachers in the school are trained in basic first aid.
- 3 - every teacher trained - OR  
 2 - majority of teachers trained - OR  
 1 - minority of teachers trained.
- (3) Total \_\_\_\_\_
9. Regular in-service education programs are available for physical education teachers.
- 2 - available semi-annually - OR  
 1 - available annually  
 AND  
 3 - staff are presently participating.
- (5) Total \_\_\_\_\_
10. Policies are established providing for recreational use of the school facilities and equipment for:
- 4 - school faculty and staff - AND  
 3 - local community members or groups.
- (7) Total \_\_\_\_\_
11. Time, facilities and equipment are proportionately shared, on the basis of number of participants, between boys and girls and between instructional, intramural and athletic programs.
- 6 - between boys and girls - AND  
 5 - between the three programs
- (11) Total \_\_\_\_\_
12. The priority rating for the use of facilities is allotted in the following order: (1) instructional program, (2) intramural program, (3) athletic program.
- 9 - adhere to the above priority rating - OR  
 3 - move one step out of the above order.
- (9) Total \_\_\_\_\_





## APPENDIX D

LETTER ACCOMPANYING SCORE CARD

APPENDIX D

LETTER ACCOMPANYING SCORE CARD





December 23rd, 1968.

Dear

As a graduate student in physical education at the University of Alberta I am presently engaged in a study of physical education in Calgary secondary schools. The purpose of the study is to provide an evaluation and comparison of health and physical education programs and factors affecting these programs in the junior and senior high schools. I request your cooperation in helping to make this study successful and ask you to complete the enclosed questionnaire at your convenience.

Some background information regarding the survey may be of interest to you.

Since 1950, only four studies have been undertaken in an attempt to determine the status of physical education in Alberta schools. In all attempts, the researchers have delimited their studies to selected "parts" of the program, (ie. instructional program and/or intramurals and/or athletics, etc.) rather than attempting to evaluate the program as a whole. The earlier three studies consisting entirely of an "inventory" type of approach, while the most recent study combined the "inventory" approach with a numerical rating scale. The enclosed questionnaire, "The Canadian High School Health and Physical Education Score Card", is based strictly on a numerical rating scale, and was developed by Dr. Howard Nixon of the University of Saskatchewan, specifically to evaluate Canadian secondary school physical education programs. A total of thirteen areas (twelve areas in the senior high schools) were established which represent all aspects of a total health and physical education program. The thirteen areas, and questions contained therein, were submitted to a selected representative group of Canadian authorities. This jury rated each area and question in terms of acceptability, revised standards, added new concepts and proportionally weighted each area and question in terms of its relative value. The "Score Card" is compatible with existing professional literature and is in accord with the philosophy and opinion of Canadian authorities.

.....2





It is hoped that the study will in part:

- (a) reveal the present status of physical education programs for boys in Calgary, in terms of identifying areas of strength, but more important to identify areas of weakness and to direct attention to areas needing further study and action for improvement.
- (b) provide information to support the possible redirection of physical education activities, the planning of facilities, the supply of equipment, and so on.
- (c) provide you, the physical education teacher, with a self-testing device, in order that you may judge and evaluate your own program. Toward this end, upon completion of the study, each respondent will receive a profile of the rating achieved in his school, and a complete summary of the results of the study.

In this way, you may evaluate your own program in relation to the standards as they have been established in the "Score Card" and compare it with the programs of secondary schools in Calgary.

With this information in mind, I hope that you will consider this study worthy of the time necessary on your part to complete the questionnaire. A stamped, self-addressed envelope is included for return of the completed questionnaire. It would be greatly appreciated if you would return the completed questionnaire by January 18th.

Please note that all respondents will remain anonymous, and no reference will be made to any specific school in the study.

Permission to carry out this survey has been granted by Dr. R. Warren, Superintendent, Calgary School District #19, and has the support of Mr. John Mayell, Supervisor of Physical Education and Director of Athletics for the Calgary School Board.

May I take this opportunity to thank you for your cooperation.

Yours truly,

Bob Crabb





## APPENDIX E

FIRST FOLLOW-UP LETTER



January 25, 1969.

Dear

Just a brief reminder that your completed "Canadian High School Health and Physical Education Score Card" has not yet been returned. As a physical educator myself, I can understand that the demands upon your time are already heavy, and it is easy to overlook additional requests. However, if we as a profession are to present a convincing argument regarding the problems faced in physical education we must provide documented evidence. You can make a considerable contribution by helping to provide the type of information necessary. The results of this study will be significant to the profession and to the Calgary School Board only if a high percentage of schools are represented in the final analysis of the data.

It is my sincere hope that this study will help to bring about a wider recognition of physical education problems in the Calgary school system, and hopefully provide some basis for future action.

If your reply is already in the mail, please disregard this reminder.

Yours truly,

Bob Crabb





Monday, May 19, 1963

Mr. [Name] [Address]  
[City, State, Zip]

# APPENDIX F

## SECOND FOLLOW-UP LETTER

It was a pleasure to hear from you on May 11, 1963, and to learn that you were still interested in the [Project Name]. I am writing you again to let you know that the [Project Name] is still going on and that we are still looking for people like you to help us.

During the last few years, we have been very busy with our work. We have been able to do a lot of things, but we have also been able to do a lot of things that we would not have been able to do without your help. We are now in a position where we need your help more than ever before. We need people like you to help us with our work.

I am writing to you again to let you know that we are still looking for people like you to help us. We need people like you to help us with our work. We need people like you to help us with our work. We need people like you to help us with our work.

Thank you for your interest.

Sincerely,  
[Name]

Enc. 1



February 10, 1969.

Dear

RE: Canadian High School Health and  
Physical Education Score Card

If your filing system is somewhat like my own it is quite possible that you have misplaced your original copy of the "Score Card". I have therefore taken the liberty of enclosing a second copy for your use.

Returns to date have begun to show some definite trends. The study should serve to disclose significant weaknesses that are subject to improvement rather than to merely present a critical rating of physical education in the Calgary Public School system.

I look forward to receiving your completed "Score Card". The inclusion of this information in the final analysis can only add weight to any findings that are presented.

Thank you for your cooperation.

Yours truly,

Bob Crabb

January 19, 1944

1944

121. Committee on Social Security  
Physical Education

It is my belief that it is possible that you have already seen the report of the Committee on Social Security. I have therefore been the liberty of enclosing a copy for your use.

There is also a copy of the report of the Committee on Social Security. The report should be of interest to the Committee on Social Security. The report is subject to the Committee on Social Security. The report is subject to the Committee on Social Security. The report is subject to the Committee on Social Security.

I look forward to hearing from you. The Committee on Social Security is the Committee on Social Security. The Committee on Social Security is the Committee on Social Security. The Committee on Social Security is the Committee on Social Security.

Thank you for the past cooperation.

Very truly,  
 [Signature]

cc - [Signature]



APPENDIX G

THIRD FOLLOW-UP LETTER



February 19, 1969.

Dear

The work of compiling the data received from the "Canadian High School Health and Physical Education Score Card" is about to begin. It would be of considerable help if I knew exactly whether or not to expect a return from you. I have therefore enclosed a postcard which requires only a checkmark in the appropriate blank. I would appreciate receiving this notice of your intentions.

Thank you for your patience and consideration over the last six weeks.

Yours truly,

Bob Crabb





MEAN SCORES FOR ALL QUESTIONS IN EACH CATEGORY EXPRESSED IN PER CENT

APPENDIX H

MEAN SCORES FOR ALL QUESTIONS IN EACH CATEGORY EXPRESSED IN PER CENT

## APPENDIX

THESE ARE THE RESULTS OF THE ANALYSIS OF THE DATA OBTAINED FROM THE EXPERIMENT.

Mean Scores for All Questions in Each Category

Expressed in Per Cent

Area	Question	Mean Per Cent In Each Category		
		SH	EJH	JH
I	1	81.76	71.06	72.53
	2	77.27	73.45	81.82
	3	54.16	55.58	37.75
	4	68.75	62.50	45.00
	5	55.00	44.20	56.70
	6	64.62	73.69	65.62
	7	100.00	100.00	98.38
	8	41.25	41.63	28.38
	9	87.27	95.45	96.36
	10	70.00	50.00	37.14
	11	92.00	95.00	80.00
	12	78.18	60.64	67.27
	13	100.00	deleted	deleted
	Total	74.04	68.25	64.79
II	1	99.09	100.00	100.00
	2	93.00	90.00	90.00
	3	57.50	75.00	45.00
	4	93.33	100.00	93.33
	5	10.00	40.00	14.60
	6	60.00	51.60	41.40
	7	100.00	100.00	98.38
	8	92.50	73.88	79.13
	9	65.71	81.00	77.14
	10	76.00	81.60	72.00
	11	100.00	100.00	93.40
	12	52.50	75.00	70.00
	13	30.00	76.60	82.60
	Total	76.11	83.80	77.33





Area	Question	Mean Per Cent In Each Category		
		SH	EJH	JH
III	1	28.00	65.00	40.00
	2	40.00	20.00	6.66
	3	100.00	37.50	50.00
	4	100.00	71.43	61.00
	5	92.50	24.00	16.63
	6	75.71	59.57	77.14
	7	43.33	16.67	20.00
	8	63.00	48.30	56.00
	9	61.66	70.83	60.00
	10	68.75	18.75	16.63
	11	00.00	91.60	66.60
	Total	63.29	47.19	43.00
IV	1	11.42	10.71	10.93
	2	37.50	16.63	16.63
	3	22.22	13.89	14.78
	4	8.00	5.00	2.70
	5	16.66	24.11	11.89
	Total	17.76	13.50	11.06
V	1	41.81	15.18	24.27
	2	75.00	50.00	80.00
	3	50.00	44.42	55.58
	4	87.69	41.00	55.92
	Total	65.00	38.66	55.60
VI	1	n/a	94.20	81.43
	2	n/a	96.43	62.86
	3	n/a	66.67	66.67
	4	n/a	100.00	79.00
	5	n/a	29.20	14.00
	6	n/a	8.38	3.38
	7	n/a	100.00	80.00
	8	n/a	95.88	85.00
	9	n/a	66.63	46.63
	10	n/a	deleted	deleted
	Total	n/a	71.88	56.49



Area	Question	Mean Per Cent In Each Category		
		SH	EJH	JH
VII	1	5.55	16.67	14.78
	2	37.50	25.00	6.63
	3	48.57	10.71	7.57
	4	00.00	16.67	6.67
	5	66.25	75.00	80.00
	6	40.00	57.14	60.00
	7	15.00	68.00	41.16
	8	100.00	94.50	86.67
	9	41.42	61.86	57.14
	Total	38.48	45.83	39.17
VIII	1	60.00	66.75	63.25
	2	72.50	70.75	56.75
	3	35.00	54.25	50.00
	4	76.00	60.00	62.60
	5	62.50	52.00	56.75
	6	50.00	16.50	13.50
	7	77.50	75.00	73.25
	8	45.00	25.00	31.75
	9	50.00	11.00	22.33
	10	78.00	55.00	73.40
	11	95.00	25.00	56.75
	12	60.00	8.33	11.00
	13	50.00	21.00	33.50
	14	55.00	58.50	46.50
	Total	63.50	46.00	49.20
IX	1	81.66	77.83	73.33
	2	85.00	82.00	65.50
	3	90.00	86.17	87.83
	4	82.50	45.75	63.25
	5	70.00	22.33	15.67
	6	13.33	00.00	6.67
	7	00.00	00.00	00.00
	8	00.00	00.00	00.00
	9	26.66	00.00	00.00
	10	20.00	8.40	4.00
	11	43.33	8.33	6.67
	12	50.00	52.67	37.67
	13	53.33	41.67	51.00





Area	Question	Mean Per Cent In Each Category		
		SH	EJH	JH
IX (con't)	14	85.00	56.25	68.25
	15	45.00	58.50	43.50
	16	83.33	61.00	60.00
	17	60.00	50.00	64.33
	18	45.00	25.00	40.00
	19	90.00	81.25	58.25
	Total	58.76	45.36	44.47
X	1	34.00	53.30	69.30
	2	60.00	58.33	53.33
	3	62.72	66.64	77.00
	4	45.71	46.43	45.71
	5	25.00	54.17	53.33
	6	00.00	5.50	6.67
	7	27.50	29.25	15.00
	8	00.00	00.00	00.00
	9	4.28	00.00	9.57
	10	15.00	00.00	6.67
	11	32.50	23.00	6.75
	Total	31.61	35.83	39.14
XI	1	94.44	99.06	90.39
	2	66.66	60.00	60.87
	3	43.33	30.56	28.89
	4	91.25	75.00	70.00
	5	35.45	36.36	32.75
	6	73.33	70.33	79.22
	Total	69.47	65.60	63.33
XII	1	n/a	24.00	18.82
	2	87.00	67.10	63.00
	3	76.25	88.00	67.06
	4	17.85	19.01	5.71
	5	50.77	44.85	41.54
	6	68.75	54.19	66.69
	7	87.85	72.21	78.07
	Total	66.67	54.02	49.39



Area	Question	Mean Per Cent In Each Category		
		SH	EJH	JH
XIII	1	66.66	73.11	76.33
	2	100.00	91.71	93.29
	3	38.00	11.60	13.20
	4	93.33	100.00	96.67
	5	51.66	80.50	70.00
	6	38.33	33.33	26.67
	7	100.00	91.67	100.00
	8	86.66	64.00	55.67
	9	50.00	65.00	56.00
	10	78.57	85.71	85.71
	11	94.54	100.00	92.09
	12	54.44	88.89	82.22
	Total	72.19	77.60	74.59









### SUPPLEMENT

This is the first time in which the "Canadian High School Health and Physical Education Score Card has been used as a basis for a study of this nature. In an attempt to upgrade the score card, your comments and suggestions for improvement would be appreciated. The following questions may be used as a guide for this purpose - please feel free to express your opinions.

This is a non-scoring area and is optional.

1. Do you feel that the score card has merit as a device by which strengths and weaknesses etc. can be drawn to the attention of administrative personnel, school boards, and to teaching staffs?

Comments:

Yes

No

2. Do you feel that any specific area(s) or any specific question(s) should be:

(a) Revised?

Yes

No

If YES, please indicate area(s) or question(s).

(b) Deleted?

Yes

No

If YES, please indicate area(s) or question(s).

(c) Added to?

Yes

No

If YES, please indicate area(s) or question(s).





3. Apart from question number two, do you have any further suggestions which you feel would strengthen the score card? (for example, combining two or more areas into one; establishing a different scoring approach; application of the questionnaire by the interview technique rather than a mail out technique; etc. etc.)

4. Do you feel that the score card has merit as a self evaluating device?

Yes

No

Comments:

5. The score card has been described as an attempt "to construct a valid and objective score card for the evaluation of health and physical education programs in Canadian schools."

Having used the score card as a program evaluating device, do you feel that you could rely on the score card to provide an accurate evaluation of any physical education program?

Yes

No

Comments:



## Appendix H: Questionnaire and Interview Schedule

### Appendix H.1: Questionnaire

[Large block of text, likely a questionnaire or interview schedule, containing multiple paragraphs of text.]

### Appendix H.2

#### Appendix H.2: The Questionnaire and Interview Schedule

### APPENDIX J

#### RESPONSES TO THE QUESTIONNAIRE SUPPLEMENT

(a)

(b)

(c)

[Text block describing the questionnaire supplement, likely a list of questions or responses.]

[Text block describing the questionnaire supplement, likely a list of questions or responses.]

[Text block describing the questionnaire supplement, likely a list of questions or responses.]





Tabulation of Responses and Comments On the  
Supplement to the Questionnaire

A total of thirty-five questionnaires were returned, however, not all respondents completed the Supplement. In addition, those who did reply on the Supplement did not answer every question. Therefore, the total number of responses to each question varies considerably.

TABLE IX

RESPONSES ON THE SUPPLEMENT TO THE QUESTIONNAIRE		
Question	Yes	No
1	25	2
2 (a)	11	9
(b)	1	14
(c)	2	9
3	n/a*	n/a*
4	25	2
5	15	9

The majority of respondents felt that the score card had merit as a device by which strengths and weaknesses could be drawn to the attention of administrative personnel, school boards, and to teaching staffs.

The majority of respondents to question 2 felt that some revision should be made to specific Areas and specific questions. Only one person felt that any deletions should be considered, and one suggestion

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\*This question was to be answered by written response, rather than a "yes" or "no".



was made for a possible addition.

Two comments were made on question 3 as further suggestions by which to strengthen the score card. These suggestions have been listed with the specific comments which follow.

The majority of respondents felt that the score card had merit as a self evaluating device.

Of twenty-four responses to question 5, fifteen felt that they could rely on the score card to provide an accurate evaluation of any physical education program.

#### Specific Comments of Respondents

The specific comments of respondents are listed below by each question. Although a question may have been checked as either yes or no by many respondents, comments were not always made. In cases where specific questions were mentioned, the comment will be included if one was made, otherwise only a note regarding the content of the question is included here.

Question #1: Do you feel that the score card has merit as a device by which strengths, and weaknesses, etc. can be drawn to the attention of administrative personnel, school boards, and to teaching staffs?

- (a) Does not take into account the small junior high schools.
- (b) Much too general.

Question #2: Do you feel that any specific area(s) or any specific question(s) should be:

- (a) Revised?
  - (1) "OR" questions could incorporate schools of different sizes and number of active physical education staff.
  - (2) All areas should be more specific (see 1 (b) ).



The following are the questions asked of the subjects:

1. How do you feel about the situation?

2. How do you feel about the situation?

3. How do you feel about the situation?

4. How do you feel about the situation?

5. How do you feel about the situation?

6. How do you feel about the situation?

7. How do you feel about the situation?

### RESULTS OF THE STUDY

The results of the study are shown in the following table:

Table 1. Results of the study.

Table 2. Results of the study.

Table 3. Results of the study.

Table 4. Results of the study.

Table 5. Results of the study.

Table 6. Results of the study.

Table 7. Results of the study.

Table 8. Results of the study.

Table 9. Results of the study.

Table 10. Results of the study.

Table 11. Results of the study.

Table 12. Results of the study.

Table 13. Results of the study.

Table 14. Results of the study.

Table 15. Results of the study.

Table 16. Results of the study.

Table 17. Results of the study.



- (3) Area I
- (4) Relationship of coaching time and teaching time should be more clearly defined.
- (5) Area I, #6. does not account for schools on semester system, or on a six day cycle.
- (6) Area I, #13. re: credits. Area VI, #10. re: credits.  
Not applicable for junior high schools.
- (7) Area III, #5. re: written eligibility requirements.
- (8) Area XII, #5. re: membership in professional organizations.
- (9) Area XIII, #10. Policies for community use of facilities are established by the school board.

Question #2: Do you feel that any specific area(s) or any specific question(s) should be:

(b) Deleted?

Great areas of Area I

Question #2: Do you feel that any specific area(s) or any specific question(s) should be:

(c) Added to?

Need to add questions to determine what relationships exist between the physical education staff and the administration.  
(Many cases exist where the administration controls the program.)

Question #3: Apart from question number two, do you have any further suggestions which you feel would strengthen the score card? (for example; combining two or more areas into one; establishing a different scoring approach; application of the questionnaire by the interview technique rather than a mail out technique; etc. etc.)

(a) City and privately owned areas difficult to answer.



- (b) Staff qualification section is poor - should be done individually.

Question #4: Do you feel that the score card has merit as a self evaluating device?

- (a) Brings out ideal situations.
- (b) If facilities are considered.
- (c) Gives insight into the program.

Question #5: The score card has been described as an attempt "to construct a valid and objective score card for the evaluation of health and physical education programs in Canadian schools."

Having used the score card as a program evaluation device, do you feel that you could rely on the score card to provide an accurate evaluation of any physical education program?

- (a) No. Too vague - no reasons associated with a score of zero.
- (b) No. Definitely not.
- (c) Yes. Socio-economic conditions must be considered.
- (d) Yes. Criteria must be understood and approved.
- (e) No. With the introduction of recreation oriented programs, evaluation would not be valid.
- (f) No. Senior high school bias shows.







**B29905**